REPORT ON POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES,

FOR THE YEAR

1880-81,

BY

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Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab, in the Home Department (Educational),—No. 4622, dated 20th December 1881.

READ—

The Annual Report on popular education in the Punjab for the year 1880-81, submitted by the Director of Public Instruction under his letter No. 1154, of 31st August 1881.

REMARKS.—The report, which is due to Government on 1st September, was received this year on that date for the first time during the last three years. The Lieutenant-Governor notices its punctual submission with pleasure, and trusts that every effort will be made to submit the report in future with equal promptitude.

2. The general results of education in the Punjab during 1880-81 have been more satisfactory than in the preceding two years, when special causes unfavorable to its advance were at work in the Province. The improvement extends alike to the number of scholars on the rolls, the cost incurred, and the successes gained.

3. The number of scholars rose from 100,442 to 104,923, including 200 students in three institutions which were omitted from the returns of last year; more than one-third of the falling-off since 1877-78, when the highest total of students ever reached in the Province was attained, has therefore been already recovered. The increase is due partly to the cessation of the disturbing influences of the war, and partly to the greater healthiness of the seasons which prevailed throughout the year. The result is the more successful as there has been a slight diminution in the number of schools as compared with 1879-80.

4. Omitting the cost of the Medical School, which does not form a charge against the departmental budget, the sum spent on education during the year was Rs. 13,38,724, as against Rs. 13,41,118 in the previous year. The increase from fees amounts to Rs. 7,000 and the increase in contributions from Municipal Funds to over Rs. 9,000. This expansion is satisfactory, and from the sketch given in the introduction of the report of the progress of education in the Province during the past ten years it appears that fees have risen from Rs. 45,000 in 1870-71 to Rs. 1,10,801 in 1880-81. It is to be regretted that it has again been found impossible to include in the expenditure the sums spent on the construction and repair of school buildings during the year. It would appear that the outlay under these heads in 1879-80 amounted to Rs. 25,092, of which Rs. 21,128 were contributed from Provincial Services. The Department of Public Works will be addressed on this point, and requested to furnish the annual statistics to the Director in time to allow of their being incorporated in his report.

5. The success of education during the year as shown by the results of the various examinations will be noticed in the proper place under each class of educational institutions.

6. The Director of Public Instruction has again given prominence in his report to what is termed the withdrawal of Government support by the reduction of the contribution towards the cost of education from Provincial funds. The policy of Government in this respect has been explained at length in the reviews of previous years, and the Lieutenant-Governor regrets to find that it is still misunderstood. For the purposes of education there is no valid distinction between the sums paid from Provincial revenues and those derived from the District and Municipal funds of the Province. In all three cases the support given is Government support, and the sums assigned are Government assignments. To treat the contributions from the last two funds as receipts from independent sources of income, and to credit Government with only such aid as is received from Provincial revenues, is misleading, and the Lieutenant-Governor considers that this procedure should not be repeated from year to year. The principle followed by Government of throwing the expense of primary local education on local institutions as far as possible has long been established, and consistently acted on; while, as regards

higher education, to which for the present at least contributions are properly and justly made from the sources of revenue under the immediate control of Government, the Lieutenant-Governor is disposed to think that the facilities existing in the Punjab are amply sufficient with reference to the condition of primary education of the Province, and that it would not be justifiable to increase the grants for their furtherance. As it is, it must be remembered that, taking all sources of income into account, nearly 14 lakhs of rupees are spent yearly in the Punjab on the education of a population of 19 millions as compared with 19¾ lakhs spent in the North-Western Provinces and Oudh with a population of 44 millions.

7. *University Education.*—At the close of the year the Lieutenant-Governor was able to submit to the Supreme Government evidence that the conditions laid down by the Secretary of State for the standard of the examinations of the Punjab University College had been fulfilled, and to ask that the promise held out that the College should receive powers to confer degrees might be redeemed. His Excellency the Viceroy had already shown, by his speech delivered in reply to an address from the Senate presented on 13th November 1880, that he shared the warm interest in the project taken by Lord Lytton, and the conclusions framed by His Honor met with the approval of the Government of India and Her Majesty's Secretary of State, and Sir R. Egerton has great pleasure in recording that permission for the necessary legislation has been accorded. This event does not, it is true, belong to the year under review; but, as this is the last opportunity that he will have of doing so publicly, the Lieutenant-Governor wishes once more to record the debt which is due to the generous interest and support bestowed by the Government of India from the first on this project, which was originally proposed to mark the event of the Imperial Assemblage at Delhi, and which now is likely to be realised at the close of His Honor's tenure of office. It is believed that the Bill for raising the Punjab University College to the status of a University will shortly be introduced before the Legislative Council.

8. The hope which was expressed in the last review that the successes gained in University examinations would be somewhat greater in future has been partly fulfilled during the present year. Ten students passed the Bachelor of Arts and High Proficiency examinations as compared with six in 1879-80, and eighteen passed the First Arts and Proficiency examinations as compared with sixteen in the previous year. No student, however, went up for the Master of Arts or Honors examination direct from the Government College. The number of students who presented themselves for the Entrance Examinations of the Calcutta University and the Punjab University College fell off from 321 to 269, and the number of successful candidates from 169 to 137. This decrease is not very clearly explained by the Director, but the percentage of successes among the candidates presenting themselves was somewhat higher than in the former year. The enhanced cost of education of each student at the Government College during 1880-81 is apparently due to the return of some of the professorial staff from leave; but this should have been stated. It may here be mentioned that it is to the credit of the Lahore Government College that the three members first selected for the Native Civil Service in this Province have all been graduates of the institution. Since the close of the year a report on the results of the amalgamation of the Delhi and Lahore Colleges has been submitted to the Government of India, but this subject will be more appropriately noticed in the review of next year.

9. In paragraph 25 of the Introduction to the Report the Director has dwelt on the fact that candidates who have failed at their examination in the English language as a subject have been allowed to pass as vernacular students, although they have received their education through the medium of English, and this is termed a ridiculous and objectionable innovation. It is not very clearly stated to what examinations these strictures apply, but they cannot be held to be fairly pertinent to those in which English

is an optional subject; and if the real objection is that such candidates practically receive their education in the Government College, though nominally borne on the rolls of the Oriental College, this can be corrected by a statement of the fact, as in this year's report. It is also strongly urged by the Director that it is not possible for a student to attain through the medium of the vernacular a sufficient knowledge to entitle him to a degree. This apparently is a question for the examiners to decide, and, as the same examiners look over the papers of both the English and Vernacular students, there is little fear of degrees being obtained by the latter unless their qualifications are fully up to those of the former. A kindred question to this, *viz.*, whether degrees should be conferred at all on purely vernacular students, together with a discussion on the management of the Oriental College, occupies most of the remainder of the Introduction. The Lieutenant-Governor does not consider that such questions can be conveniently treated in annual reports, and as there has been a tendency of late to convert the educational report into a polemical arena, His Honor does not propose to follow the Director in his discussion of these subjects. It would seem, however, as regards the first point, that the recommendations of the Committee appointed by the Lieutenant-Governor to report on the standard of the examinations of the Punjab University College have been confused with the existing statutes which do not require a knowledge of English for the Arts Examinations. It is no doubt desirable that degrees bearing titles which are generally understood to imply a knowledge of English should be given only to such persons as pass in English; but this does not apply to diplomas given for passing similar examinations, and in any case it is necessary, in view of the principles which have been always upheld by the Punjab University College, that other degrees should be given to those who pass in the vernacular and oriental classics, and that students should be allowed to elect which course of study they will adopt. On the question of the Oriental College a separate communication will be addressed to the Director of Public Instruction. The Lieutenant-Governor notices with displeasure that the Principal has again failed to furnish such information as would permit the returns of the College to be incorporated with the general educational statistics of the province. The successes of the students of the Oriental College were much the same in 1880-81 as in the preceding year, except in the case of the first Law Examination, in which there was a falling-off from 81 to 25. The reason of this is nowhere explained in the report, and the Lieutenant-Governor will be glad to learn what cause can be assigned for the decrease.

10. During the year a work which Sir R. Egerton has long had at heart was fairly started in the establishment of the Central Training College at Lahore. Before the close of the year the classes had been formed and the course of teaching commenced, and 51 students were already preparing to qualify for masterships in the higher schools of the Province. For the primary schools, the normal institutions at Delhi, Lahore and Rawalpindi will still continue to train teachers. It may be confidently anticipated that the effects of the teaching of properly instructed masters will be speedily seen in the successes of their pupils when once they have commenced the work of tuition; and the complaint now made that district inspectors of schools are in many cases rather critics than advisers of the masters will be gradually removed. The Director has noticed the drawback under which the College labors from the want of the establishment of a model school. As far as is known to Government, this arrangement rests entirely with the Director, from whom a report has long been expected on the subject.

11. *Secondary Education.*—The number of scholars in the ten High Schools of the Province remained much the same as in 1879-80, and 79 out of a total of 253 were successful in the Entrance Examinations of the Punjab University College and the Calcutta University. These schools supply a link in the chain of educational institutions between the middle schools and the colleges, and it is hoped that it will be found possible to open them gradually in many places where the means of higher education are not at present available. The number of boys learning in the secondary schools

shows an increase of 500 during the past year. The raising of the standard of the middle school examination, which was mentioned in last year's review, has again caused a falling-off in the number of candidates presenting themselves for this test, especially in the vernacular department; but the proportion of successes is 10 per cent. higher than in 1879-80, and this is satisfactory. The teaching of arithmetic appears still to be the weakest point in the instruction given in these schools, both English and Vernacular. The reasons for the variations in the cost of education in the Government English secondary schools in the different circles have not been stated; it is desirable that these should be examined with a view to the checking of excessive expenditure where the results are comparatively small.

12. *Primary Education.*—In the primary schools of the Province, which number 1,524, a large increase from 84,540 to 88,195 has occurred in the number of boys on the rolls, while, at the same time, there has been a decrease in expenditure, and an advance has taken place in the income from fees. All these results are creditable, as is also the increase in the number of boys who passed the upper primary examination. The drawbacks which at present exist in the inefficiency of teachers will, it may be hoped, be largely overcome in a few years more by the aid of the normal schools. The results of primary teaching in aided schools are far from favorable as compared with those in Government schools; and this is the more unsatisfactory as grants-in-aid should be given only under very special circumstances to primary schools, which, as a rule, must be supported from local resources. This principle has been repeatedly laid down by Government, and cannot be too strongly enforced; and it is already under consideration in connection with the further decentralization scheme to relieve district and local funds of some of their present charges so as to enable them to devote more of their income to the cause of primary education. There is a constant tendency to overlook the duties of the State with regard to primary instruction, and to turn greater attention to the more showy results of higher education, and this tendency requires to be steadily watched. Signs of it are not wanting in the present report; but it would appear from the review of educational progress during the past decade that a somewhat larger proportion of the total expenditure is now spent on primary education than in 1870-71; and if it is found possible to carry out the financial arrangements above mentioned, a still greater increase will take place in the future. Meanwhile, the Lieutenant-Governor would once more direct the earnest attention of all officers to the duties of District and Municipal Committees in the matter of primary education. The remarks above made as regards the examination of the difference in cost of instruction in various secondary schools apply to the case of primary schools also.

13. The Mayo School of Industrial Art has continued to do excellent work during the year, although there has been a slight falling-off in the number of scholars. The chief drawback connected with the progress of the school is that the public taste as regards the subjects taught is not yet so advanced as to offer the prospect of steady lucrative appointment to the students, and it is difficult to provide for them in the Government service. The Lieutenant-Governor considers that definite certificates of proficiency in the different branches of art in which they have qualified should be given to the students on leaving the school, and His Honor will be glad if the Director will arrange for this with the Principal. It is possible that certificates may be more sought after if they are found to assist the pupils in obtaining employment. The work of the Kasur and Hoshiarpur industrial schools, which contain 85 pupils, has also been satisfactory during the year.

14. The deficiency in the supply of books noticed by the Director in paragraph 138 of his report is a somewhat serious drawback to the advance of education, and the Lieutenant-Governor trusts that the steps now taken to remedy this will prove effectual. His Honor notices with satisfaction the improvement which is taking place in the lithographing of school books. The transactions of the Book Depôt during the year appear to have been very profitable, but the details given by the Director are somewhat difficult

to follow. The Lieutenant-Governor is of opinion that the accounts of the Depôt and Press should be kept separately and so treated in the report, and this should be done in the future.

15. In paragraphs viii to xiii of the Introduction, the Director has given a brief sketch of the progress of education during the past decade, to which reference has already been made. The figures adduced show that during this period the number of students has increased by nearly 38 per cent., and the expenditure on education by 30 per cent. The comparison of results in University successes between any two given years is not necessarily a fair one; but the number of candidates who passed the Entrance Examination in 1880-81 was 50 per cent. larger than in 1870-71, and the number of students who qualified by the Middle School Examination was more than treble that of the former year. In a purely agricultural province like the Punjab it is not possible for the progress in education to keep pace with the development of the material resources of the country. The improvement in education in the Punjab has no doubt been very considerable during the past decade; but the Lieutenant-Governor is disposed to question if the advance made can be said to compare favorably with that in other branches of the administration.

ORDER.—Ordered that the above review be printed and circulated with the report as usual.

By order of the Hon'ble the Lieutenant-Governor.

W. M. YOUNG,

Secretary to Government, Punjab.

Printed at the Punjab Government Civil Secretariat Press, Lahore.—4-1-82—360.

REPORT ON POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR 1880-81.

CHAPTER I.

INTRODUCTION.

General statistics.

I. The educational institutions shewn in the returns for the past year comprise—an Arts' College, 22 High schools, 203 Middle schools, 1,524 Primary schools, a Training College, a School of Art, a Medical school, 4 Normal schools, and 2 Industrial schools for males; and one Middle school, 322 Primary schools, 5 Normal schools, and an Industrial school for females. The Oriental College maintained by the Punjab University College is not shewn in the returns.

The Central Training College and a High school were established during the year, and the Medical school and the two Industrial schools, have now been shewn in the returns for the first time. Middle and Primary schools for boys have each been reduced by three. The Middle school for girls has been organized during the year; but the number of Primary schools for girls is less by six than at the end of 1879-80.

The Lahore Government College contained at the close of the year, 94 scholars; High schools contained 411; Middle schools for males, 5,790; Primary schools, 88,195; the Training College, 49; the School of Art, 50; the Medical school, 115; Normal schools, 203; and Industrial schools, 85. In the Middle school for females there were 9 scholars, in Primary schools, 9,686; in Normal schools, 208, and in the Industrial school, 28. On the whole, institutions for the general education of males contained 94,490, and those for special and technical education, 502 scholars. Institutions for the general education of females contained 9,695, and those for special and technical education 236 scholars.

The number of scholars attending Primary schools for boys is still less than one half per cent of the population ; and there is but one Primary school for every twenty-four square miles of the cultivated area of the province. There has been an increase of 16 scholars in the Lahore Government College, of 532 in boys' schools for Secondary education, of 3,652 in boys' schools for Primary education, and of 138 in schools for girls. The total number of scholars attending educational institutions of every description has risen from 1,00,442 to 1,04,923, (including 200 scholars attending the Medical school and the two Industrial schools, which did not find a place in the returns of the previous year.)

Classification of schools and scholars.

II. The scholars are classified as follows, with regard to race or creed : Europeans and Eurasians, 843 ; Native Christians, 500 ; Hindús, 53,830 ; Muhammadans, 39,368 ; Sikhs, 9,576 ; others, 806. In every case there has been an increase since the previous year.

Of the scholars attending High schools 362 are taught through the medium of English, and 49, who do not learn English, are taught through the medium of the Vernacular. 2,904 boys are enrolled in English Middle schools, and 2,886 in Vernacular Middle schools. All these boys learn a classical language. English Primary schools contain 22,841 boys, and Vernacular Primary schools 65,354. In the case of Government English Primary schools, the English language, though forming an essential part of the curriculum, is taught in the Upper division only, *i. e.* after a boy has passed the Lower Primary school examination. In Mission schools it is sometimes begun at an earlier stage. The number of boys in Primary schools actually learning English is 8,374. As I mentioned last year, the Vernacular schools are all, with a few trifling exceptions, Government institutions, but more than one-third of the boys attending English schools are enrolled in Aided schools, which are almost all maintained by the various Missions, with the exception, of course, of those intended specially for Europeans and Eurasians.

The 9 girls in the Middle school and 478 out of 544 girls attending English Primary schools are Europeans or Eurasians. The remaining 66 are Native Christians. Government Vernacular schools contain 3,930 girls, and Aided schools, which belong chiefly to Missions, 5,212.

Of the institutions for special and technical training, the Training College, the School of Art, the Medical school, three of the Normal schools for

Masters, and the two Industrial schools for boys, are Government institutions ; and one Normal school for Masters, the Normal schools for Mistresses, and the Industrial school for females are Aided.

Results of examinations.

III. The following table shews the results of the principal examinations held during the years 1879-80 and 1880-81. I have, however, entered the results of the Middle school examination held in April 1881, that held in April 1880 being of a merely supplementary character as explained in para 35, Chap. IV. The number of candidates, who appeared at the examination in April last, was less than in 1879-80, in consequence of the higher standard that has been introduced, and other causes fully explained in para 36, Chap. IV. The proportion of candidates who passed was, however, very much higher than on the previous occasion :—

			Number passed in 1879-80.	Number passed in 1880-81.
Primary School Examination	Lower...	Boys	7,173	7,110
		Girls	6	110
	Upper...	Boys	3,205	3,685
		Girls	4	34
Middle School Examination	Anglo-Vernacular		510	454
	Vernacular		530	432
Entrance Examination ...	Calcutta University		46	61
	Punjab University College	English ...	71	69
		Vernacular ...	52	39
First Arts Examination ...	Calcutta University		6	7
Proficiency in Arts examination..	Punjab University College	English ...	11	11
		Vernacular ...	3	5
Bachelor of Arts Examination...	Calcutta University		2	6
High Proficiency in Arts examination ...	Punjab University College	English ...	4	4
		Vernacular ...	0	2
Master of Arts examination ...	Calcutta University		0	0
Honors in Arts " ...	Punjab University College Examination ...		2	1

Financial statistics.

IV. The total expenditure on education, excluding that on school buildings, for which the returns have not yet been received, was Rs. 13,92,534. Of this amount Rs. 5,84,417 were

paid from Provincial revenues, Rs. 3,86,027 from District funds, Rs. 13,295 from the proceeds of endowments, Rs. 1,10,084 from school fees, Rs. 1,06,879 from Municipal funds, and Rs. 1,91,832 from other sources. In this latter item are included subscriptions of all kinds, and money realized by the sale of books. The percentage on the total expenditure was nearly 4 per cent for the Lahore Government College, 21½ per cent for Secondary education, and nearly 42 per cent for Primary education. The balance was expended on institutions for special or technical training, the grant to the Punjab University College, Inspection, Scholarships, the Book Depôt, and miscellaneous expenses.

Deducting the cost of the Medical school, which appears in the returns this year for the first time, and which does not form a charge against the Educational Budget, the total expenditure is reduced to Rs. 13,38,724, and that from Provincial revenues to Rs. 5,32,078. In the previous year the total expenditure was Rs. 13,41,118, and the amount contributed from the Provincial revenues Rs. 5,58,522. There has been a slight falling off in the expenditure from District funds and from endowments. Under all other heads, except that of Provincial revenues, the expenditure has increased.

The fluctuations of expenditure on most of the objects provided for in the budget are due to temporary causes that call for no special comment. It may be remarked, however, that whilst the small contribution still allowed from the Provincial revenues to Vernacular Middle schools has been further reduced during the year, the total expenditure on these institutions has increased by more than Rs. 4,000. This was due to the necessity in many cases of strengthening the staff of teachers. In Government English Primary schools the expenditure from Provincial services has been greatly reduced, but the deficiency has been more than covered by increased contributions from other sources, chiefly school fees. In Government Vernacular Primary schools the grant from Provincial revenues was reduced from Rs. 3,908 to Rs. 991, and there was a reduction also in the contribution from District funds. The deficiency was met to a small extent only from other sources, and the result is a decrease of nearly Rs. 7,000 in the expenditure. It is satisfactory to observe that, notwithstanding the decrease of expenditure, there has been a slight increase in the number of boys attending these schools. The number of such schools was, however,

reduced by 11 only during the year under report, the decrease of expenditure being due in some measure to the reduction of schools during the latter part of the previous year.

Comparative cost of education in Government and Aided institutions.

V. In my last report, I treated at some length on the comparative cost of education in Government and Aided institutions of various classes, and I shewed that, with the exception of English schools for the Secondary education of natives, the cost to Government, as well as the total cost, is considerably less in Government than in Aided institutions. This is especially the case in the Normal schools, the cost of education in the Aided Normal school for Masters at Amritsar being excessively high. There is nothing in the statistics of the present year, as contrasted with those of last year, which seems to call for any special remark under this head.

Fluctuations in the number of educational institutions

VI. As we have seen, there has been an increase during the year of 4,481 scholars in the Educational institutions of the province. The number, however, still falls short by 8,400* of the number borne on the rolls at the end of 1877-78. During the intervening period 5 Government and 4 Aided English Middle schools, 3 Government Vernacular Middle schools, and 58 Government and 6 Aided Vernacular schools for boys have been reduced. The falling off in scholars is, however, confined to Primary schools which contained according to my calculation about 8,000† more boys than at present. The number of girls' schools has been reduced by 36, and the number of girls attending them by 797. In schools for Secondary education and in institutions for special and technical training, there has been an increase.

After allowing for the Medical school which was not at that time included in our returns, and Jail schools which are no longer entered therein.

† Government schools, Lower class	58,435
3rd and 4th classes, District schools	2,723
Ditto Vernacular Middle schools	17,071
Lower branches, District schools, Aided	6,802
Branches containing 3rd and 4th classes, returned as Middle schools, Aided ...	693
Total	85,724
In Aided schools, Higher class	2,390
Do. Middle schools, excluding branches District schools	4,546
Do. Lower schools, excluding branches District schools	4,688
Total	11,624

At present Aided schools contain 10,285 boys, of whom 960 are in Secondary and 9,325 in Primary schools. Taking the same proportion as regards the 11,624 boys exclusive of branches of District schools returned as belonging to Aided schools in 1877-78, we get 1,085 in Secondary and 10,539 in Primary schools. 85,724 + 10,539=96,263, total number in Primary schools at end of 1877-78. Deducting 88,195, the number at the end of 1880-81, we get 8,068.

VII. The number of boys attending Primary schools was greater in 1877-78 than it had ever been before, though 32 schools were reduced in the course of that year. During the two following years there was a considerable falling off, due to three causes,—firstly, the closing of schools and reduction of establishments for want of funds; secondly, severe sickness; and thirdly, the disturbing effects of the war. The two latter causes having ceased to operate, the number of boys in Primary schools has increased as already stated by 4,652 during the year under report, notwithstanding a further slight reduction in the number of schools.

Their causes.

The reductions since 1877-78 consequent on the withdrawal of funds, to which I have above referred, were confined to schools under the management of district officers, amongst which are comprised most of the Vernacular schools in the Province. Originally one Vernacular school of a superior class to the surrounding village schools, was maintained at Government expense in every tahsíl. Gradually the system was changed, and latterly, though no Vernacular schools were maintained entirely by Government, grants-in-aid were allowed to a considerable number, in localities where assistance seemed to be required. These grants were paid chiefly from the "General Local Fund," as it was called, which has since been merged in the Provincial revenues. Grants were allowed also to a smaller extent from Provincial revenues to some of the schools in question, and to the English Departments, which had been in process of time attached to a few of them. It is now, however, the policy of Government that Vernacular schools shall be supported entirely from local sources, *i. e.* District funds, Municipal funds, and school fees. In accordance with this policy the grants previously given in aid of vernacular education have been almost entirely withdrawn.

In 1877-78 the sum of Rs. 30,799 was expended from the General Local Fund on boys' schools under Deputy Commissioners.

This amount and about Rs. 6,000 of the grants previously allowed from the Provincial revenues have been withdrawn. During the same period the expenditure on boys' schools from District funds has been reduced by Rs. 10,015.*

* Table No 3B for 1877-78 shows that Rupees 3,16,759 were expended on boys' schools (exclusive of scholarships) from 'local rates and cesses' Under this head were included contributions from the General Local Fund, the District fund, and the Nawáb fund; the proceeds of the latter being spent on the Anglo-Arabic school at Delhi. Deducting Rs. 30,943 expended from the General Local Fund (Rs. 30,799 on Vernacular and Rs 144 on District schools) and Rs. 4,895 expended from the Nawáb fund, exclusive of scholarships, or Rs 35,838 in all, we obtain Rs 2,80,921, being the expenditure from the District funds on boys' schools exclusive of scholarships in 1877-78. This shews an excess of Rs. 10,015 over the expenditure in 1880-81 on boys' schools.

The total expenditure from District funds on educational objects exclusive of buildings, has risen from Rupees 3,32,928 in 1877-78 to Rs. 3,86,027 in 1880-81; but owing to the fact that the cost of subordinate inspection and other charges formerly paid from Provincial revenues, have been thrown on District funds, the amount available for expenditure on schools is less than before. The total loss in consequence of the withdrawal of grants-in-aid and reduction of contributions from the District funds amounts, it will be seen, in round numbers to Rs. 46,800.

During the period under consideration, the expenditure on boys' schools from Municipal funds has risen from Rs. 62,375 to Rs. 87,597, being an increase of Rs. 25,212. The whole of this amount has not been assigned to schools under District officers: about Rs. 3,420 have been expended on the Primary schools attached to District schools, in order chiefly to assist in meeting the reduction that has been made in the expenditure from the Provincial revenues on these institutions. It appears, therefore, that about Rs. 21,800 out of the additional assignment from Municipal funds have been available to meet the deficit affecting schools under Deputy Commissioners, which has thus been reduced to about Rs. 25,000.*

The disturbance caused by the withdrawal of these funds has been very considerable. The total number of schools that have been closed, is much greater than would at first appear. Some have been closed under financial pressure, and re-opened when funds could be found; whilst many of those now in existence are altogether new. The check caused to the progress of Primary education has hence been much more serious, than would necessarily follow, from the reduction, that has taken place in the actual number of schools. A school closed and re-opened takes long to recover its former status; and a new school requires several years to reach its proper developement.

Progress of education.

VIII. It will, I think, be interesting to compare the present state of education in the Government College and in Government and Aided schools for the Secondary education of boys with its condition in 1870-71, in order to estimate the progress that has been made in the Province during the last 10 years.

* The fees no doubt have increased in some districts, but not sufficiently in schools of this class (which are attended largely by agriculturists who do not pay fees, and in which moreover there has been a falling off in numbers) to make any material difference in the aggregate amount available for expenditure.

The number of students attending the Delhi and Lahore Colleges at the close of 1870-71 was 102, against 94 at the end of 1880-81. The abolition of the Delhi Colleges has caused a decrease in the attendance. In schools for the Secondary and Primary education of boys, however, there has been a great improvement. There are now, as I have already stated, 6,201 boys in schools for Secondary education, and 88,195 in schools for Primary education ; and I estimate that in 1870-71, * 2,314 boys were attending classes corresponding with our existing Secondary schools, and 65,678, classes corresponding with Primary schools.

Though there has been no increase in the number of College students, the number who complete the course of instruction is greater than formerly. In 1880-81 there were 8 successful candidates for the B. A. or High Proficiency examinations from the Lahore Government College, besides one who passed after leaving the College ; whereas in 1870-71 one student only from Delhi passed the B. A. examination. The First Arts examination shews no improvement. In 1870-71, 15 students of the Government Colleges passed the examination ; in 1880-81, the number who passed the F. A. and Proficiency examinations was 13. Of these, moreover, two failed in English ; so that the number really successful was 11.†

As regards the progress of English High schools, Government and Aided, it may be observed that in 1870-71 there were 51 successful candidates for the Entrance examination of the Calcutta University. In 1880-81, the number who passed the Entrance examination of the Calcutta University or the Punjab University College from these institutions was 88. Of these, however, 14 failed in English, so that the number of really successful candidates is reduced to 74.

The calculation is a little complicated, but as regards schools then returned as Government institutions, it is exact As regards those returned as Aided institutions, the number attending the different classes cannot be exactly ascertained, but the estimate given must be approximately correct.

District schools ..	Upper Department, 1, 2, and 3 classes	193
	Middle " 1, and 2 classes	386
Ludhiána school, corresponding classes		112
Town schools, 1, 2 and 3 classes		550
Village " "		642
Aided schools...	Upper Department, as stated in Report for 1870-71, para 132 ..	91
	Corresponding with 1 and 2 classes of Government Middle Department estimate	340
	Total	2,314

† Besides these one student of the Bishop Cotton school passed the First Arts examination, and one private student, and three of the Oriental College the Proficiency examination.

The progress shewn in English Middle schools by the results of the Middle school examination is very much more decided. In 1870-71 the number of successful candidates, which had more than quadrupled in two years, was 131. The examination held in 1880-81 was, as already stated, merely a supplementary examination. In the examination held in April last, since the close of the official year, 407 candidates from Government and Aided English schools were successful.

The progress made in the Primary English schools, Government and Aided, that are attached to schools for Secondary education, cannot be tested by the results of examinations, as the Upper and Lower Primary school examinations were not, till quite recently, fully introduced. In the case of Government schools, however, we can compare the proportion of boys now reading in the Upper Division of Primary schools with the proportion attending the corresponding classes in 1870-71. In 1870-71 about 19 per cent. of the boys in the Primary schools attached to District schools were in the classes corresponding with the Upper Division. In 1880-81 the percentage of boys in Government English Primary schools was 26-7. It may be added that the comparison is even more favorable than would appear from these figures, as Primary schools attached to District schools only are included in the calculations for 1870-71, whereas that for 1880-81 includes also schools of an inferior class.

The educational progress that has been made during the last ten years in Vernacular schools for Secondary education is very remarkable. The first Middle school examination for Vernacular students was held in 1871. There was at that time one very good Vernacular school at Ludhiána, with a very efficient staff. This school supplied no less than 27 successful candidates. From all the other Vernacular schools throughout the Province there were 32. At the examination held in April last 394 candidates from Vernacular schools were successful. In the Annual Report for 1871-72, Mr. Cordery, who was then officiating as Director of Public Instruction, expressed his concurrence in the opinion I had recorded in the previous year, that no class of schools stood in greater need of additional funds for the improvement of the educational staff than these Vernacular Middle schools. To the improvement that has been effected in this respect is due, in no slight measure, the great progress that has been made throughout the Province since 1871.

The educational progress of Vernacular Primary schools, like that of English Primary schools, may be inferred from the proportion of boys in the Upper division. In 1870-71 about 14·5 per cent. of the boys in Government Vernacular Primary schools attended classes corresponding with the Upper division. In 1880-81 the percentage was 21·4.

General Summary.

IX. As regards University education, it will be seen that the increase of students has been checked by the abolition of the Delhi College; and that consequently there is no improvement in the number successful in the First Arts and the Proficiency in Arts examinations; though the number, who pass the higher examinations, has greatly increased. In schools both for Secondary and for Primary education there has been a very large increase of numbers since 1870-71, though the attendance in the latter has not been maintained at the number which was reached in 1877-78.

As regards English schools there has been a considerable increase in the number of scholars, who attain to the Entrance standard. In Middle schools, however, the progress is much greater. These institutions have been very much improved; and many of the Masters are quite capable of teaching to the Entrance standard. This has made it possible at small expense to add to the number of High schools; and hence a large increase in the number of candidates for the Entrance examination may be confidently expected during the next few years. Primary English schools are steadily improving; as is shewn by the much larger proportion of boys in the Upper division.

Very great progress has been made in Vernacular education. The Ludhiana school annually supplies a number of successful candidates for the Vernacular Entrance examination, and the Persian examinations of the Punjab University College. Vernacular High school classes have been set on foot at Delhi and Jullundur, and will be extended to other stations. The improvement of Vernacular Middle schools, as shewn by the results of the examinations, is perhaps more remarkable than that of any other class of schools; whilst Vernacular schools for Primary education have made most satisfactory progress.

Expenditure.

X. The total expenditure in 1870-71, exclusive of that on the Medical school, on buildings and on Jail schools, was Rs. 10,29,814. In 1880-81 the expenditure, excluding the above-named items, was Rs. 13,38,724. There has been an increase therefore of Rs. 3,08,910.

The expenditure from the Imperial revenue in 1870-71, after allowing for the amount paid into the Treasury on account of fees and the sale proceeds of books, was Rs. 5,52,844. In 1880-81 the expenditure from Provincial revenues was Rs. 5,32,078 ; so that there has been a saving under this head of Rs. 20,766. From the Educational Cess fund the expenditure, exclusive of buildings, and allowing for fees credited to the fund, amounted in 1870-71 to Rs. 1,86,295 ; whereas in 1880-81 the expenditure from District funds, in which the Educational Cess has been merged, amounted to Rs. 3,86,027, or more than double, the increase being Rs. 1,99,732. Fees have risen from Rs. 44,795 to Rs. 1,10,084, being an increase of Rs. 65,289. In 1880-81 the expenditure from sources not mentioned above amounted to Rs. 3,10,535. Of this sum, Rs. 13,295 were the proceeds of endowments ; Rs. 1,05,442 were contributed from Municipal funds, and Rs. 1,91,798 from other sources, including the sale proceeds of books and contributions of all kinds. In 1870-71 the expenditure from the proceeds of endowments, Municipal funds and other sources, amounted to Rs. 2,45,880. The amount paid under each of these heads is not known. The increase under the three heads was, however, Rs. 64,655. A great part must have come from Municipal funds, and the balance chiefly, I believe, from the funds of various Missions.

There has been an increase of about Rs. 30,000 in the expenditure on Inspection. The School of Art and Industrial schools, recently established, cost above Rs. 15,300. There has been also some additional expenditure on Normal schools. The great increase, however, has been in the expenditure on schools for general education. I regret that owing to the change that has been made in the form of the statistical returns, it is absolutely impossible to estimate in what proportion the additional expenditure has been distributed amongst English and Vernacular schools for Primary and Secondary education ; though all have benefited largely.

Attendance.

XI. The increase of attendance during the last ten years in schools of every class is due principally to the additional funds, that have been made available ; and the same cause has contributed also to educational progress. The highest rate of expenditure on educational institutions, exclusive of the cost of buildings, was reached in 1877-78; and in that year there was also the largest attendance. A reduction in the expenditure from the Provincial revenues and the General Local Fund had, however, already commenced;

and since that time, as I have already shown, the reduction has been very considerable ; and although there has been an increase of expenditure from other sources, this has not sufficed to meet the deficiency, and the result has been a decrease in the number of Primary schools and of the boys attending them. The attendance was affected also during two successive years by the war and by the prevalence of sickness, from the effects of which the schools, though rapidly improving, have not fully recovered. Until, however, the number of schools is again increased, for which additional funds will be required, it is probable that the attendance will fall short of that which was shewn in the returns for 1877-78.

Progress of education dependent on funds.

XII. All schools are subject, of course, to fluctuations of attendance from year to year in consequence of the prevalence of health or sickness and other disturbing causes. Putting aside, however, these temporary changes, the attendance in Primary schools depends chiefly on the funds available for their maintenance. In the more flourishing districts there is everywhere a strong desire for the establishment of new schools, and even in the backward districts of the frontier, and the wilder parts of the Province, there is a constant tendency to an increase of numbers, as long as no reduction of expenditure takes place. In the sub-Himalayan regions, the attendance could, I have no doubt, be immediately doubled, if the requisite amount of money could be found. At present, even in the more advanced districts, a mere fraction of the people receive any education. The introduction of popular education on an extensive scale is simply a question of money. Wherever a system of popular education, as understood in Europe or America, exists : wherever, that is to say, the majority of children of a school-going age attend school, it will be found, that regulations have been framed by the Government of the country for the supply of the requisite funds. Whether such funds are supplied from the general revenue of the State, or by means of local taxation, and whether they are supplemented, as in England, by charitable donations, is a question of detail. The important point is, that at present funds are not available in any part of this Province, for the education of the masses, and that until a scheme for providing funds is set on foot by Government, the education of the masses is possible, neither in the Punjab, nor in any other country in the world. Whether the time has yet come for educating the masses in this Province, or in any portion of it, is a question on which, of course, there is room for difference of opinion.

Popularity of education.

XIII. There is no doubt as to the popularity of the schools in districts where there is any genuine desire for education. This is shewn by the constant applications made by the villagers for the establishment of new schools, and by the very remarkable practice, that has sprung up, and is rapidly extending, of sending boys as boarders to schools at a distance from their homes. The practice has now been adopted even in the hills, and at a recent visit to Pálampur in the Kángra district, I was surprised to find no less than 40 boarders living at their own expense, besides seven who are in receipt of small stipends. The practice referred to prevails chiefly in the northern districts of the Province (excluding those on the Frontier), and more especially in the Punjab proper, and it is curious to observe the comparative apathy of the rural population in the Delhí and Hissar divisions, the improvement observable on reaching the Umballa district, and the greater desire for education, and readiness to make some exertion in order to obtain it, that is shewn in the north-west part of that district, as compared with the south-east, and in the Ludhiána district generally, as compared with Umballa.

Punjab University College. Vesting it with the powers of a University.

XIV. It is understood, that the bill for conferring on the Punjab University College, the powers of a University, has been transmitted to the Secretary of State, who had already intimated his readiness to sanction such a measure, provided that, he were satisfied on certain points regarding the examinations. As I have found, that great misconception exists regarding the nature of this Institution, which is not in any sense a college, in the ordinary acceptance of the term, a few words as to its origin and functions appear desirable, although this may involve a repetition of what has been stated on previous occasions.

Its origin.

XV. Originally, a suggestion was put forward for the establishment of an Oriental University, which was to be unconnected in any way with the Government system of education. The original scheme was gradually modified, and it was eventually proposed to establish a Provincial University, which should take the place of the Calcutta University, in its relation to education in this Province, besides performing certain other functions. The scheme thus modified was urged on the Supreme Government by the late Sir Donald McLeod, then Lieutenant-Governor of the Punjab, the support given by the principal officers of the Educational Department being one of the

arguments adduced in its favour. After much correspondence, sanction was accorded to the establishment of the proposed Institution ; but the Supreme Government, and the Secretary of State being unwilling to entrust it, in the first instance, with the powers of a University, it was called the Punjab University College, a name which has given rise to much misapprehension.

Constitution of its governing body.

XVI. The governing body of the Punjab University College is a Senate. It may be said, in fact, that the Punjab University College *consists* of a Senate entrusted with certain duties. The Senate is composed of European and native members, including original promoters of the movement, persons distinguished for their attainments, many of the principal officers of Government, and representatives of native chiefs, who have founded endowments. Of this Senate the Lieutenant-Governor is *ex-officio* President.

Its designation misleading.

XVII. The Punjab University College is very often confounded with the Lahore Government College, and with the Oriental College. The Lahore Government College is maintained by Government at Government expense ; and the curriculum pursued has been until lately entirely regulated by the examinations of the Calcutta University. The Oriental College is an Institution, maintained by the Punjab University College, out of the funds at its disposal, including a Government grant-in-aid. It is held in the same building as the Lahore Government College, a building erected at Government expense. The greatest misconception on these points has sometimes prevailed, due partly to the unsuitable name * bestowed on the Punjab University College, and partly to the misleading character of some of the reports issued in the name of that Institution.

Its income.

XVIII. The income of the Punjab University College is derived from endowments made by native chiefs, subscriptions raised for the purpose of founding scholarships in memory of various persons,—the administration of the funds being made over to the Senate,—contributions from District and Municipal funds, and annual subscriptions, given chiefly, I believe, by European and native members of the Senate, together with a Government grant of Rs. 21,000 per annum.

* The name seems to have been given on the assumption that the Lahore College would be placed under the Senate of the Punjab University College and form as it were an integral part of that Instititution : but this has not been done.

Its functions.

XIX. The principal functions of the Punjab University College are :— (1) to hold examimations ; (2) to assist or to maintain affiliated colleges ; (3) to promote the development of Oriental literature. Certain general principles have been laid down to guide its action, to which I shall presently have occasion to refer. It is held also to be with the educational officers of Government, the consulting body in all matters of instruction. The Calcutta University discharges the first only of these functions. By means of its examinations it exercises a complete control over the course of study pursued in all English High schools and colleges throughout every province comprised within the Bengal Presidency, with the exception of the Punjab. In the Punjab also, its control was equally complete, until within the last two years. With purely Oriental examinations, the Calcutta University does not concern itself.

Calcutta University examinations held in higher estimation than those of the Punjab University College.

XX. When the establishment of the Punjab University College was sanctioned by the Government of India, it was stipulated that students of Government schools and colleges should still have an opportunity of reading for the examinations of the Calcutta University ; and it necessarily followed, that the course of instruction in these institutions continued to be regulated by the subjects fixed for examinations by that University. The Senate of the Punjab University College, however, determined to hold examinations corresponding with those of the Calcutta University, and designed eventually to take their place, besides various Oriental examinations. A degree of the Calcutta University is of course more highly prized than a diploma awarded by the Punjab University College. Formerly, moreover, a certain number of Government scholarships were offered annually for competition amongst students appearing in the examinations of the Calcutta University. In order to attract candidates the Senate of the Punjab University College determined to award scholarships to students passing the examinations held under its direction. These scholarships were more numerous than those given by Government, but individually of less value. The result was that the ablest students appeared in the Calcutta University examinations, many of them going up for those of the Punjab University College also ; whilst students unwilling to pay double fees and without hope of gaining Government scholarships, contented themselves with the Punjab University College examinations alone. The curriculum being regulated by the Calcutta University, the Senate of the Punjab University College, found it neces-

sary to assimilate its examinations to those of Calcutta : but there were still some points of difference, and the necessity of preparing the students for two sets of examinations entailed a great deal of inconvenience. This inconvenience has been enhanced of late by wide divergence in the two schemes of examinations, and by other causes, till the double system has become altogether intolerable.

Award of scholarships in accordance with the results of the Punjab University College examinations.

XXI. To escape this evil, I recommended that Government scholarships should in future be awarded in accordance with the results of the examinations of the Punjab University College. To this His Honor the Lieutenant Governor assented, subject to certain conditions regarding the standard of the examinations. I anticipated that the practical effect of this measure would be to break off almost entirely our connexion with the Calcutta University. It seems, however, that notwithstanding every discouragment, many studeuts are still desirous of appearing in the Calcutta examinations, attracted of course by the greater prestige of an institution possessing the powers of a University, and the high value set by the natives on the degrees that it is able to bestow. It will, therefore, be apparently impossible entirely to get rid of the double system, till the powers of a University are conferred on the local institution.

Arts examinations.

XXII. The Arts examinations of the Calcutta University are the following,—the Entrance, the First Arts, the Bachelor of Arts, and the Master of Arts. The corresponding examinations of the Punjab University College are,—the Entrance, the Proficiency in Arts, the High Proficiency in Arts, and the Honors in Arts examination. Provided that a candidate takes up the English language as a subject, and provided also, that he passes in such other subjects as he may take up through the medium of English, there is I think no doubt that the examinations of the Punjab University College are fully equal in difficulty to the corresponding examinations of the Calcutta University. There is, however, this important difference that English is not at present compulsory for the Punjab examinations.

Committee on the examinations of the Punjab University College.

XXIII. In 1879 a Committee of selected officers was appointed by Government to determine authoritatively, whether the examinations of the Punjab University College were equal in difficulty to those of Calcutta, and to suggest any alterations that might seem advisable ; and certain recommendations were made by this

Committee which appeared calculated to render the standard of the examinations in every respect thoroughly satisfactory. They suggested regulations with the view of securing an adequate standard for the Entrance, the Proficiency, the High Proficiency and the Honors in Arts examinations in the case of students who take up English. The relation of the purely vernacular examinations to those, in which the students take up English, was discussed. It was recommended, that the Entrance and the Proficiency examination should be open as heretofore to purely Vernacular students ; but that certain regulations should be introduced with the view of rendering the labour and difficulty of passing the examinations as great in the case of the Vernacular candidate, as in the case of the student who takes up English. It was recommended also, that for the High Proficiency examination English should be compulsory. The expediency of holding a corresponding examination in the Vernacular was, however, admitted ; but the Committee did not take up the question of the requirements to be fixed for such an examination, or the subjects that it is possible to teach with efficiency through the medium of the vernacular at the present time.

Recommendations of the Committee partially accepted by the Senate.

XXIV. The recommendations of the Committee regarding the Entrance and Proficiency examinations in the Vernacular were accepted to a partial extent only by the Senate ; and certain changes will come into force in 1882. Contrary to the recommendation of the Committee, the High Proficiency examination has been thrown open to purely vernacular students. It will, however, be convenient to consider the Vernacular examinations hereafter. What we are immediately concerned with is the effect of the examinations of the Punjab University College on English schools, and on the Lahore Government College.

Practise of passing candidates from English schools as vernacular students deprecated.

XXV. The recommendations of the Committee with regard to students taking up English were fully accepted by the Senate. The standard of these examinations would, I think, be now quite satisfactory, if it were not for a modification, that has been introduced in practice, and which could not, I believe, have been contemplated either by the examination Committee or the Senate. Candidates, who have failed in the English language as a subject, have been passed as vernacular students, although they have actually received their education through the medium of English. This is, so far as I am aware, an innovation, but whether this be so, or

not, it is highly objectionable, that the student of a Government or aided High School, whose chief exertions have been devoted to the study of English, and who fails to pass in that language, should be granted a certificate, which is supposed to shew, that his school career has been brought to a successful ternination. Such a candidate, moreover, has acquired his knowledge of History, Geography, Mathematics, &c., through the medium of English, and to return him as a Vernacular student appears to me, to be not only objectionable, but ridiculous. The new rule regarding the examination of Vernacular students, that is to come into force next year, *may* render such a thing impracticable in future ; but in any case the practice should be prohibited.

English examinations of the Punjab University College equal in difficulty to those of the Calcutta University.

XXVI. The number of candidates from English schools and from the Government College, who were last year passed as Vernacular students, is comparatively small ; and there is, I think, no doubt, that those who passed in English have satisfied a test fully equal in difficulty to that prescribed by the Calcutta University. The standard was fixed by a Committee thoroughly conpetent to deal with the question and fully alive to the importance of securing this object ; and the examiners are men of the highest standing, and generally of the same class as those selected by the Calcutta University.

Agitation against the Punjab University College being vested with the powers of a University.

XXVII. For some months past an agitation has been carried on in this Province, with the view of inducing the Supreme Government and the Secretary of State, to withhold from the Punjab University College the power of conferring degrees ; and the question has been taken up, to some extent, by the Native Press in other parts of India. It seems to me, however, that the question has been argued very much on a false issue ; and that the points of chief practical importance have been lost sight of. Violent attacks have been made on the 'Spurious Orientalism' of the Punjab University College. Now whatever may be thought of the action of the Punjab University College as regards 'Orientalism,' it must be remembered that its effect for good or for evil will not be strengthened or weakened, to any appreciable extent, by giving or withholding the power of conferring degrees, which is enjoyed by other Universities. The Punjab University College is the only institution, that holds examinations for purely Oriental scholars, and this being the case, the value of the certificates it confers on such students, will not materially

differ, whether the certificates are called degrees or diplomas. Those who wish that the power of conferring degrees should be withheld, do not appear to realize the effect, that this would have on English schools and on the Government College. Whether this power is given or not, at the present time, it is not to be supposed, that the examinations of the Punjab University College, at which students of English schools and colleges have been in the habit of appearing for the last ten years, will be discontinued, more especially, when the scheme has been revised by the Examination Committee, and received the full approval of Government. It is not therefore a choice between the Punjab University College and the Calcutta University, that has now to be made, but between the examinations of the former institution alone, and the intolerable double system, which taxes the purse, wastes the time, and interrupts the studies of the scholars, and prevents them from concentrating their energies on a single well-defined course, breaks into the school and college terms, causes much inconvenience to the educational staff, and produces general irregularity and confusion.

This is the purely practical view of the case; and there is no doubt whatever, that when the power of conferring degrees is conceded, the work of English High schools and Colleges can be carried on in a far more satisfactory manner than at present.

Local authorities allowed to regulate the course of instruction.

XXVIII. Another point of great practical importance is the convenience of allowing the local authorities to regulate the course of instruction, at least in matters of detail. In illustration of this point several instances might be given; but one will be sufficient for my purpose. His Honor the Lieutenant-Governor desired, that some of the Science Primers of Huxley's Series should be taught in High schools, and that a certain course of science, suitable to the existing teaching power and other circumstances of the College should be introduced into that institution. It was a simple matter for the Senate so to arrange the examinations as to meet His Honor's wishes; and it will be easy hereafter to modify the course, when this is rendered desirable, in consequence of the general introduction of Elementary science into the curriculum of Middle schools, which will be gradually effected, and the higher attainments, that the students will then possess, on joining High schools and Colleges. It would, of course, be quite impossible for the Calcutta University to change its examinations, so as to suit the local and fluctuating requirements of this Province.

XXIX. In addition to these practical considerations is the fact, that a great amount of enthusiasm has been evoked amongst the Chiefs, and the leading members of the native community, who will view the bestowal of the powers of a University as an honour to the Province, and a recognition of their efforts, and of the liberality, that has been shewn by the gift of munificent endowments to the local institution.

Enthusiasm evoked as regards the power of a University being conferred on the local institution.

XXX. A great deal of discussion has been called forth regarding the comparative merits of instruction conveyed through the medium of English, and that imparted through the medium of the Vernacular. In discussing this matter two distinct questions are frequently mixed together: (1) In the case of students, who learn English, what subjects should be taught through the medium of English, and up to what standard ? and (2) In the case of students, who do not know English, to whom instruction must necessarily be imparted through the medium of the Vernacular, what subjects should be taught and up to what standard ?

Comparative merits of instruction through the medium of English and Vernacular.

XXXI. Now it is laid down in the statutes of the Punjab University College that one of the special objects of the institution shall be, 'to promote the diffusion of European science, as far as 'possible through the medium of the Vernacular languages of the Punjab.' At the same time 'every encouragement' is to be 'afforded to the study of the 'English language and literature ; and in all subjects, which cannot be completely 'taught in the Vernacular, the English language' is to be 'regarded as the medium 'of examination and instruction.'

Objects of the Punjab University College, as expressed in its statutes.

The intention of these regulations as regards purely Vernacular students is perfectly clear. They are to receive instruction in European knowledge, as far as it can be given with thorough efficiency through the medium of the Vernacular ; but no attempt should be made to teach what cannot be taught completely. We are concerned, however, in the first instance with students, who do know English. The second rule quoted in the above paragraph, of course, applies to them ; *i. e.*, that English is to be the medium of instruction for all subjects, that cannot be completely taught in the Vernacular. It is not distinctly laid down, though it seems to be implied, that the Vernacular should be the medium of instruction in the case of students who know English, so far as this is compatible, with thoroughly efficient teaching. This certainly was the view taken of the matter at the time when the Punjab University College was established.

Instructions of the Punjab Government on the subject of imparting instruction through the medium of Vernacular.

XXXII. In accordance with this view the Punjab Government desired, that in the case of students learning English, the Vernacular should be made the medium of instruction to a greater extent than formerly; and such was believed to be the desire of a large portion of the chiefs and higher classes in the Province, and more especially of all those, who had taken part in the Oriental movement, of which the establishment of the Punjab University College was the result. I knew and stated at the time, that such a policy would be very unpopular with the people in general, who desired then, as they desire now, that English should be taught to the greatest possible extent, and also that it should be made as far as possible the medium of instruction. At the same time I believed, that the policy in question possessed certain advantages, and I was quite prepared to carry out the wishes of Government; and, as I supposed, of the leaders of the Oriental movement, on whose support I fully relied, notwithstanding the unpopularity of the measure.

Views of the Anjuman-i-Punjab on the subject of imparting education through the medium of English or Vernacular.

XXXIII. Up to that time instruction in English High schools had been conveyed, partly through the medium of English, and partly through the medium of the Vernacular. As soon as it became known, that a change was proposed in this arrangement, a strong agitation was set on foot by the members of the Anjuman-i-Punjab, who claim to be the originators of the Oriental movement, against the use of the Vernacular as the medium of instruction in High schools, for which they emphatically declared, the Urdú language was quite unfit. The question was referred to a conference of Educational officers, who thought it expedient to defer to the popular feeling in this matter, and the result was, that far from teaching through the medium of the Vernacular to a greater extent than before, it was decided, with the approval of Government, that English should in future be the exclusive medium of instruction in English High schools.

It may be noted further in connexion with this question, that two other measures had been introduced in the Educational Department, of which the advantages were not at first fully understood by the people at large, and against which the Anjuman energetically protested, under the mistaken impression, that they were likely to restrict the study of English. One was to require the scholars attending Government schools to pass the Lower Primary school examination, before they began the study of English; the other was the abolition of classes above the Middle school standard in most of the District schools in the Province.

As regards the first measure it may be observed that when a language is learnt orally it cannot be begun at too early an age ; but the case is quite different when it is learnt from books. No one in England would think of teaching a child to read a foreign language, of which it possessed no colloquial knowledge, before it could read its own, yet this was the practice that at one time prevailed in our schools. Urdú and English reading were begun almost simultaneously. The result was, that in the lower classes nothing was learnt thoroughly, and there were constant complaints of the burden placed on little boys. When this irrational system was abolished, great improvement followed, and English was much more effectively taught than before. At first parents, who sent their children to school to learn English, were disappointed, that they were not allowed to begin the study at once, and the question was taken up by the Anjuman. The Lieutenant-Governor, however, recorded an opinion that, "it is undesirable to permit any student in our "schools to commence the study of English until he has been well grounded in the "vernacular."

The temporary abolition of the Upper Departments in District schools enabled us to render the teaching in the Middle Departments thoroughly efficient; and we are now in a position gradually to organize High schools in connexion with District Middle schools, where there is a prospect of a sufficient number of scholars to fill the higher classes. Arrangements of this nature have been carried into effect in various places during the last few years.

Instruction in English discontinued in certain schools.

XXXIV. About the same time instruction in English was discontinued in certain schools, where the funds available were insufficient to maintain English Departments in a state of real efficiency, and the teachers employed were men of inferior attainments, incapable of imparting a sound knowledge of English. On this point the Lieutenant Governor remarked as follows : "It is unquestionably preferable to maintain a smaller "number of Anglo-Vernacular schools on an efficient footing, than to scatter "broadcast a smattering of English, which can be of no practical use to the recipi-"ents. The number of English schools may be still further reduced with "advantage. There is no fear of the study of English becoming unpopular ; for "it is the means by which students hope for employment, and without it the "difficulty of rising in the world becomes each year greater. But those who "desire instruction in English should be encouraged to seek it in the large district

"or provincial schools, where alone it can be taught with efficiency, as in them "alone can highly paid and competent masters be obtained." The Anjuman, on the other hand, desired that English should be taught in the greatest possible number of schools; and the Department which carried out the orders of Government on these points, was accused of placing restrictions on English education.

Memorial of the Anjuman to Government regarding the use of Vernacular as the medium of instruction.

XXXV. The views set forth by the Anjuman in their memorial to Government, especially as regards the use of the Vernacular as the medium of instruction, were inconsistent with much, that had been urged at public meetings for the support of the Oriental movement, with the supposed approval of the native gentlemen who were present. The fact, however, is, that whilst there is a desire amongst native gentlemen to encourage the study of Arabic and of Sanskrit, and the bestowal of stipends on students of slender means, and especially on members of the priestly classes, as an incentive to study, will always be popular, it is above all things an English education, that the great majority of people of all classes in most of the districts of this Province desire, if possible, to secure for their *own* children, when there is a demand for anything beyond the merest rudiments.

Comparative efficiency of instruction through the medium of English and Vernacular.

XXXVI. As regards the comparative efficiency of instruction through the medium of English, as compared with that conveyed through the medium of the Vernacular, it may be observed, that elementary instruction to be really effective, must in all cases be imparted through the vernacular, since English cannot be effectively used as a medium of instruction, until the pupil has acquired a certain knowledge of the language. A stage, however, is soon reached, where the pupil can be effectively instructed through the medium of either language, provided that the requisite books and competent teachers are available. These being given, the requisite condition for effective instruction is, that the pupil shall possess a sufficient knowledge of English to understand readily the book placed in his hands. The difficulty of the language must not be such, as to demand an effort of the mind, that will prevent its concentration on the subject matter. A boy in an English High school can be taught mathematics with almost equal facility, whichever language be the medium of instruction. In some subjects the Vernacular would have the advantage. Geography and European history can be taught better from English books, because the names present a great difficulty, when they occur in books lithographed

in the Persian character. There would be certain compensating advantages, such as economy of teaching power in giving instruction at this stage entirely through the medium of the Vernacular ; but we are considering merely the comparative efficiency of the instruction imparted.

Inferior character of books available in vernacular to those available in English.

XXXVII. With equally good books and Professors of equal ability and experience, a matriculated student could be taught equally well in most branches through either language. Even for the Proficiency or First Arts standard, however, the books in all subjects, except perhaps Mathematics, are, if they exist at all, of a very inferior character to those available in English. The best teachers of Western knowledge in the Oriental College are young men, who have graduated from the Government College, and however able they may be, it is not to be supposed that the instruction imparted by these young students will be equal to that which they have themselves received from the Professors of the Government College.

English as the medium of instruction in English High schools.

XXXVIII. Owing to the action of the Anjuman-i-Punjab, supported as it was on this point by popular feeling, it was, as I have already stated, long ago decided, that English should be the medium of instruction in Government High schools, where English is taught as a language ; and English is, moreover, ths medium of instruction in all Aided High schools. I need hardly point out, that even were instruction through the Vernacular to the First Arts or Proficiency standard equal to that given in English, it would be clearly desirable, in the case of a student educated to the Entrance standard through the medium of English, that his education at college should be carried on through the medium of the same language. Otherwise there would be of course a break in the continuity of his instruction, which must always be an evil. Now the majority of students, who attend the Government College, are instructed in all subjects through the medium of English ; but it has of late been the practice to induce a few of them, by the offer of some pecuniary advantage, to enrol their names in the Oriental College, and to attend a few of the classes of each Institution. They could of course be more effectively taught, if they attended the Government College only. Such students, if they pass examinations, may no doubt be cited as specimens of the success of an Oriental education, nominally received in the Oriental College ; but I can conceive no other advantage to be derived from such a practice, which seems to me to be objectionable.

Extent to which education imparted through the medium of English and to which Vernacular may be made the medium of education.

XXXIX. The results we arrive at as regards students who know English are,—(1) that all such students, (with the exception of the few referred to in the last para.,) are taught all subjects of Western knowledge entirely through the medium of English from a comparatively early age; (2) that it would be easy in certain subjects, up to certain standards, to make the Vernacular the medium of instruction, if it were not for the strong feeling against such a measure that exists amongst the native community; (3) that these students, if they pass the Arts examinations of the Punjab University College in English, as most of them do, satisfy a test fully equal in difficulty to the corresponding examinations of the Calcutta University.

Reforms necessary in the present practice.

XL. Two reforms seem necessary,—(1) students who have received at considerable expense an English education should not be granted certificates of having passed the Entrance, or any of the higher examinations that correspond with the Arts examinations of the Calcutta University, when they fail in English; (2) such students should not be enrolled in the Oriental College in the manner above described.

Purely Oriental scholars.

XLI. We now come to the case of purely Oriental scholars. The question I have already proposed on this subject, *viz.*, "In the "case of students who do not know English, what subjects "should be taught and up to what standard?" is one of great importance. I would first examine this question, as it affects the students of Government schools. Now we have in this Province a large and increasing number of scholars attending Vernacular Middle schools. The course of study is identical in most subjects with that pursued in English Middle schools, the only difference being that the students learn Euclid and Algebra to the Entrance standard instead of the English language. Is it desirable to afford the means of instruction to a higher standard for these students, and if so to what standard? It will be convenient to consider what has been actually done and the result.

Vernacular High schools at Ludhiána, Jullundur and Delhi.

XLII. Some years ago a Vernacular High school was established at Ludhiána, and the institution now embraces an English and a Vernacular department. High school classes have been recently opened at Jullundur and Delhi, and will be extended to other stations. Scholarships tenable at these institutions are offered for competi-

tion amongst candidates for the Middle school examination. At Ludhiána the students pursue their studies for two years, and besides acquiring a better knowledge of Western branches of education, they study Persian literature and learn a little Arabic. This school has supplied us with some very good teachers, who are employed in various districts of the Province, and many of the students have entered the Training College recently established. No one, I suppose, would question the utility of the Vernacular Department of the Ludhiána school. It cannot, moreover, in any way interfere with the progress of English education, as it is attended exclusively by students from other towns, who have had no opportunity of learning English at their own homes. There can, I conceive, be no reason why the system should not be extended further, by the offer of inducements to students of this class to join the Oriental College at Lahore, with the view of carrying on their education to a still higher standard. There is no question here of antagonism between English education and Orientalism, it is simply a question of carrying to as high a standard as practicable the education of the most promising of our purely Vernacular students.

Stimulus afforded to students of the above institutions to join the Oriental College.

XLIII. Hitherto there has been nothing to attract students of this class in any numbers to the Oriental College, but the award of Government scholarships, to students competing at the Vernacular Entrance examination, will in future supply a stimulus. Such students drawn from all parts of the Province will, after attending the Oriental College and the Central Training College, afford the means of raising the standard of Vernacular education throughout the Punjab; and it seems to me, that from this point of view, at all events, the Oriental College is capable of rendering very important service in the future.

Standards of education in the Oriental College.

XLIV. The standard, to which students from Government schools, who join the Oriental College, receive instruction, would naturally be that fixed for the College generally. At present, as explained in Chapter III, the Oriental College and school contain classes in which students are prepared for the Entrance, the Proficiency, the High Proficiency, and the Honors in Arts examinations in the Vernacular; classes in which students read for certain examinations in Persian, Arabic, and Sanskrit, and special classes attended by Hakíms, Baids and others. It is with the subjects taught to the first of these sets of classes that we are immediately concerned.

Deficiency of Vernacular text books for the Arts courses.

XLV. It has been repeatedly stated, that the text books required for the Arts courses are completed ; but such is not the case. The number of text books necessary to enable a student to study subjects of Western knowledge, as far as the standard required for the Proficiency or First Arts standard, is, however, comparatively small, and it should be a work of no great difficulty to prepare a complete and satisfactory set of Text books for the standard in question, though this has not yet been done. When, however, this deficiency is supplied, there seems no reason why students unacquainted with English should not be really well taught up to this standard. Even at this standard there must be an essential difference between the education received by the English and the Vernacular student ; as the former has been familiarized, by means of the English books he has read, with a large number of facts, ideas and sentiments, with which the latter is necessarily unacquainted ; and he is taught by these books, and the lectures given by English teachers and Professors, to look at many questions from a different point of view. There seems to me, however, to be no objection to making the examinations for English and for Vernacular students identical up to this standard, except as regards the English language and some alternative subject, and to calling them by the same name. It is essential, however, that there shall be, in this case, an alternative subject really demanding the same amount of labour, that is bestowed by the English student on the study of English. This principle was fully recognized, as I have already stated, by the Examination Committee, but their recommendations with regard to the equalization of the English and Vernacular examinations have not been fully adopted.*

* The following were the recommendations, regarding the Entrance examination, of the Examination Committee :—

" The relation of the purely Vernacular to the Anglo-Vernacular Entrance examinations in the Punjab was then discussed. There is nothing corresponding to the former of these in Calcutta, and it was agreed, that as it now stands, it involves a less amount of preparation both in time and subjects to the candidates who present themselves for it, than the Anglo-Vernacular course ; for *four* subjects under the present rules are sufficient for a pass instead of five, and the answers in all are composed in the student's own vernacular.

" Persian also, it was held, was not sufficiently difficult to a Punjab scholar to take the place of the single classical language when English is not taken up. On the other hand, it is most desirable that the study of Persian in this Province, should continue to receive encouragement. It was resolved, therefore, that the number of compulsory subjects in this Vernacular course should be raised to five ; that one of these must be either Arabic or Sanskrit ; and that Persian should be placed in the list from which the fifth subject must be selected. In order to reduce that list and so to ensure the choice of Persian being more frequently made, it was also resolved that no candidate should offer himself for examination in more than one of the current vernaculars of the Province. It was pointed out that to treat, for instance, Hindí, Urdú, and Punjábí as three distinct subjects, each claiming 100 marks or nearly that number, was to offer a premium to the choice of what was least difficult.

" It was also agreed that the standard required of the purely Vernacular candidate in his classical language of Sanskrit or Arabic must be raised above that required of the Anglo-Vernacular candidates, so as to raise the difficulty and labour of its attainment by the former to a level with that necessary in the acquisition of English by the latter. The details of this step must be referred to a sub-committee, and it will, of course, be understood, that full and ample notice of the change and of the date when it shall come into force must be given, though this will involve a delay of three years."

What has been actually done is to rule that in 1882 and in future years Vernacular candidates must take

A Vernacular B. A. an anomalous creature.

XLVI. When we get beyond the Proficiency or First Arts standard, the case becomes totally different. The title of Bachelor of Arts possesses in India a certain definite meaning; it is supposed to indicate, that its possessor has gone through a somewhat wide course of reading, that he has studied or consulted numerous authorities on the different subjects, that he has taken up, and that he is well versed in English literature. The Urdú language is at present in an undeveloped state. In most branches of Western knowledge it possesses no books, beyond a few elementary manuals, and in many a nomenclature is wholly wanting. A Vernacular B. A. would be as anomalous a creature, as a Senior Wrangler who had not learnt mathematics. The Examination Committee recommended, that English should be compulsory for the High Proficiency examination, which will carry with it the title of B. A. when the Punjab University College acquires the power of conferring degrees. This recommendation has not been complied with; though it has, I understand, been suggested as a compromise, that the Oriental graduate should be called a B. U. (which is supposed to represent an Arabic equivalent for Bachelor of Arts) instead of a B. A.

Vernacular students can be taught some subjects of the B. A. course.

XLVII. There can be no objection to teaching Vernacular students, who have passed the Proficiency in Arts examination, any subjects that can be usefully, thoroughly, and efficiently taught; but the fact should be recognised, that the education they receive must, for many years to come, be of a different character from that imparted to English students; and the course laid down, and the examinations held, should be regulated after careful consideration by competent authorities of the state of the language, that is to be the medium of instruction, and the books that are really available.

Vernacular students prepared for the Honors in Arts against the rule laid down in the statute.

XLVIII. It is not, however, proposed to stop short even at the B. A. standard. Two students are now reported to be under preparation for the Honors in Arts examination in the Vernacular, the subject taken up being history. The remarks, that I have made regarding the B. A. or High Proficiency examination, apply here with much

up either Arabic or Sanskrit, and that they shall be required at the Entrance examination to pass in such language by the standard fixed for English candidates in the Proficiency examination. The labour involved in preparing for this standard bears no comparison with that necessary in the acquisition of English. It is calculated that to attain the standard referred to in Arabic, an hour and a half's study daily for two years will be requisite in the case of a student entering a Vernacular High School. The English student learns that language for seven years previous to the Entrance examination, devoting a considerable portion of his time during that period to its acquisition. The other recommendations of the Committee under this head have not been accepted.

greater force. An indication of the very extensive course of reading prescribed for this examination, for which, moreover, success in the B. A. examination should be a necessary preliminary, will be found at page 20. All that can be possible, in this case, is to substitute 'cramming' with a special view to an examination, for wide and independent reading; and to say that the subject in question can be completely taught without books would be a manifest absurdity. The rule laid down on this point in the statutes has therefore been set aside.

It is again explicitly laid down in the statutes, that "Proficiency in Arabic "or Sanskrit, or such other Oriental language as may be prescribed by the govern- "ing body, combined with a thorough acquaintance with English, should be a "necessary condition for obtaining the highest honours of the Institution." The highest examination held by the Punjab University College is the Honors in Arts examination, which corresponds with the M. A. examinations of other Indian Universities, and by undertaking to send up Vernacular students to this examination the rule above quoted has been violated. Under what authority this has been done, I am unable to say.

An arrangement has, it is true, been suggested by which the above rule would be evaded. It has been proposed more than once to confer a degree, that shall rank above the M. A. degree of other Indian Universities, so that the Honors in Arts examination would no longer represent the 'highest honours' of the Institution. I think however, that such a measure would be for many reasons highly objectionable, and I trust that nothing of the kind will be attempted.

Antagonism to 'orientalism' due to disregard of the rules contained in the statutes.

XLIX. It appears to me, that the principles embodied in the statutes of the Punjab University College, and the rules laid down by Government are thoroughly sound; and it is to the disregard of these rules, and these principles, that the antagonism now shewn in certain quarters to 'orientalism' must be largely attributed. It is true, that the attacks, that have been made, have been directed, not merely against defects in the practical operations of the Punjab University College, but against the Punjab University College itself, as a provincial Institution, and against the policy of Government in supporting it. A close adherence to these rules and these principles, would, however, go far to disarm opposition, and would enlist the active sympathy of all who desire the realization of the objects, with which the Punjab University College was founded.

Conditions under which the establishment of the Punjab University College was sanctioned.

L. In a letter No. 262, dated 22nd May 1869, from the Government of India, to the Secretary to the Government of the Punjab, the conditions were laid down, on which His Excellency was prepared to sanction the establishment of the proposed Institution. Amongst these it was stipulated that 'such control and 'supervision' should 'be exercised as' should 'secure to the students all the 'advantages of teaching offered by Indian Universities;' that 'the teaching to be 'afforded through the medium of the Vernacular languages' should 'be free from 'the patent errors which prevail in ancient, and even in modern Vernacular literature 'and scientific works;' that 'the educational course adopted' should be 'one cal-'culated, as far as possible, to give instruction through the medium of the Vernacular 'in European science and according to the modes of European thought.'

Want of control over the Oriental College.

LI. Now the Oriental College is open to the inspection neither of the Government Inspectors, nor of the members of the Senate, nor of the members of the Executive Committee; nor is it subjected to practical control of any kind; and it appears to be the general belief, whether well or ill-founded, that the instruction given in certain branches is opposed to European modes of thought, and not 'free from the patent errors, which 'prevail in ancient, and even in modern Vernacular literature.'

There are numerous other matters connected with the working of the Institution as it affects education on the Oriental side, that seem to me to require reform; but I have thought it sufficient to state those cases, where the rules laid down by Government and the fundamental principles of the Institution itself appear to have been manifestly disregarded. What seems to be required, in all cases, is a more systematic course of action, and more efficient supervision and control.

Accuracy to be ensured in the reports issued in the name of the Punjab University College.

LII. There is another point that requires attention. Measures should be taken to ensure the perfect accuracy of the reports issued in the name of the Punjab University College; as some of them are so worded as to be misleading; and the highest authorities have sometimes been led thereby to draw erroneous conclusions through a misconception of the facts of the case. It is unnecessary to refer to particular instances; but the above statement is susceptible of the simplest proof.

Desirability of conferring the power to grant degrees in the Punjab University College.

LIII. I have already stated at length the reasons, why it seems to me to be highly desirable, that the Punjab University College should acquire the power of conferring degrees on students, who receive an English education ; and I have shown, that such students are subjected to a carefully considered scheme of examinations fully equal in difficulty to those of the Calcutta University ; all that is necessary in the case of such students, being two reforms in the practical working of the present system, that can be very easily carried out. I have shewn also that the Orientalism of the Punjab University College is not likely to draw away students from the study of English ; as a knowledge of English possesses too high a market value, and the desire for its acquisition is too firmly rooted amongst all classes of the people.

Staff of the Oriental College.

LIV. In the Oriental College we possess an institution with a large staff of teachers, comprising amongst their number purely Oriental scholars of ability, and young men, who have received the best English education, that can be obtained in the Province. Whatever may be the faults of the present system it would, of course, be possible to correct them gradually by measures so devised as to cause no unnecessary interference with existing interests. The staff represents, at all events, a large amount of teaching power ; and there seems no reason why this should not be turned to the best account in years to come.

Translation of books part of the duty of the staff.

LV. The men employed on this staff are generally required to devote a portion of their time to literary pursuits. Some of them have been employed on the preparation of translations and compilations of various kinds, but the results are not always satisfactory. The fact is that to compile in the vernacular or to translate directly from English, a book on almost any branch of Western knowledge is a work of very great difficulty, much more so, than would be supposed by any one, without practical experience of the matter. Even when such a work is entrusted to able scholars of long experience, a large amount of revision is almost invariably found to be necessary. The men employed by the Punjab University College are in many cases young and inexperienced ; and the work has often been performed in a very hurried manner. An Assistant Registrar has been lately appointed, and it is a part, I believe, of his duty to attend to the translations ; but it would be

quite impossible for him to revise them all without assistance. What is wanted in this case is a thoroughly competent Committee, to determine periodically what books shall be compiled or translated. The preparation of each book should be entrusted by the Committee to the person or persons, who may appear best qualified for this work. It would often be found convenient to associate several persons together for the purpose. Each book, especially if compiled or translated by one man, should, whilst still in progress, be examined and criticized in a friendly way by several others, who should point out errors and suggest amendments, and it should finally after completion be submitted to the Committee for approval. This is a simple method by which, I think, the object in view might be fully secured. Others might perhaps be suggested ; but the point I wish to bring out is, that there exists in connection with the Punjab University College very excellent machinery, such as is not perhaps to be found elsewhere, for the preparation of good text books in the vernacular ; and that an improved system and better supervision are all that seem necessary in order to utilize this machinery to the best advantage.

Summary as to the various views with regard to the Punjab University College.

LVI. The opponents of the Punjab University College represent it as an institution, whose existence is actually detrimental to real progress and enlightenment ; and such views have been widely published throughout the country. Some of its supporters, on the other hand, represent, that it has achieved in every thing, that it has undertaken, a marvellous success ; and that every criticism of its operations is due to narrow and prejudiced views, and to disregard of the real feelings and interests of the people of the Province. I have endeavoured under these circumstances to make clear, what I believe to be the actual state of the case ; as I think it highly desirable in the interests both of the institution itself, and of the progress of education in the Province, that this should be properly understood. The institution undoubtedly possesses very great capabilities of good, and has at its disposal considerable resources and the means of exercising, in addition to the functions of other Indian Universities, an influence of a most valuable kind in directions, that have not been approached by these institutions. At the same time there are serious defects, in its method of working, due in a great measure to a departure from the principles laid down for its guidance in the statutes, and in the orders of the Government of India. It is necessary to bring these defects into prominent notice, in order that measures may be taken to remove

them, and that harmonious action may be possible for the future. I must apologize for the great length to which these remarks have extended. My excuse must be the vast importance of the subject, and the impossibility of explaining matters clearly without treating them in detail.

Antagonism between the advocates of English education and friends of orientalism deprecated.

LVII. Before finally taking leave of the subject, I would deprecate antagonism between the advocates of English education and the friends of Orientalism. The means exist of imparting an English education in certain large towns throughout the province, and of these advantages the people freely avail themselves. In places, where English schools are not to be found, the people must content themselves with a vernacular education. In both cases the students learn a considerable amount of Persian ; to which is added, frequently in the case of English students, and occasionally in the case of Vernacular students, some knowledge of Arabic or Sanskrit. It is very desirable, that the most promising scholars of both classes should be encouraged to pursue their studies to a higher standard ; and such encouragement the Punjab University College is able to afford. The co-operation of the two classes is essential ; as it is at present the English students only, who have access to the store of knowledge contained in English books, from which must be derived the information, that it is desired to present in an oriental dress, for the benefit of those, who cannot consult such books for themselves.

CHAPTER II.

CONTROLLING AGENCIES.

Controlling Agencies.

1. The Controlling Agencies are—Inspectors of schools, who have the management of the principal Government schools of the Province, *i.e.*, of District schools, and exercise a considerable influence over the others; Deputy Commissioners, who have the control of almost all the Government schools, except District schools; District and Municipal Committees, who to a great extent find the funds, and who take more or less part in the management; and Tahsíldárs, who are expected to visit schools and encourage generally the cause of education.

Circles of Inspection and Inspecting staff.

2. The Umballa circle of inspection, containing the Umballa, Delhi and Hissár Divisions, has been, during the year, under the charge of Mr. Cooke. The Lahore circle, containing the Lahore, Umritsur and Jullundur Divisions, was under the charge of Mr. Alexander until November, when that officer was compelled to take leave on medical certificate to Europe, and died at Aden, on his way home. Mr. Sime has succeeded Mr. Alexander as Inspector of the Lahore circle. Mr. Pearson and Mr. Thompson are still in charge of the Ráwalpindí and Mooltan circles respectively.

In the month of May, Mr. Cooke obtained privilege leave for 16 days. He continued however, whilst on leave, to carry on a part of his work, the current work of the office being performed by his Assistant. Mr. Pearson obtained three months leave in July, and Mr. Thompson officiated as Inspector of the Ráwalpindí circle. Mr. Johnstone, Assistant Professor, Lahore College, acted for Mr. Thompson in Mooltan.

Assistant Inspectors.

There are three Assistant Inspectors. During the year under report Mr. Baker and Bábú Hari Singh have been attached to the Lahore circle, and Lálá Baldeo Sahái to Umballa. The work of all three is very highly commended by the Inspectors.

Work of Inspecting staff. Umballa circle.

3. The actual work of inspection is very heavy in the Umballa and Lahore circles. In the former, the Inspector proceeded on his hot weather tour on the 20th July, and visited six of the District schools in the circle, the remaining three being visited by the Assistant

Inspector. In August, he superintended the Normal school examination in Delhi, returning at the end of the month to Simla. September was occupied by the examination of the European schools at Simla, the Lawrence Military Asylum, and the Mission schools at Kotgarh. After visiting the District schools at Rohtak, Bhiwáni and Sirsa, he commenced his inspection of the Ludhiána District on the 8th October. He visited all the schools of two Districts, and the schools for Secondary education of four Districts, the Assistant Inspector examining all the schools in two Districts, and the Primary schools in four Districts. The Inspector finished his tour in camp by the 15th March ; but the examination of the large Aided English schools was not completed till the 19th April. He visited all the District sohools three times during the year. The Assistant Inspector went into camp in the beginning of October, and completed his tour in April.

Work of Inspecting staff. Lahore circle.

4. In November last, the Lahore circle suffered from the unspeakable loss of Mr. Alexander, who had rendered full twenty years of valuable service to the cause of education. He had become endeared to all those who laboured under him, and was well known and highly popular throughout every District of his circle, and his successor has found that his death is mourned in almost every village.

Mr. Sime has inspected all the Middle and many of the Primary schools in six districts. All the Districts were inspected by his two Assistants, who took part also in the examination of the District and Aided schools.

Inspection work in the Ráwalpindí and Mooltan circles.

5. The work of inspection in the other two circles is lighter ; but there are no Assistant Inspectors, the extent of the circles is very considerable, and it is not easy to cover the whole ground.

Subordinate Inspecting staff.

6. In almost every District there is a local Inspecting Officer. Those who draw salaries of Rs. 100 or more per mensem, are styled District Inspectors, those whose salaries are less than that amount, are called Chief Muharrirs.

Work of Subordinate Inspecting staff. Umballa circle.

In the Umballa circle there are six District Inspectors, and two Chief Muharrirs. The work of all the District Inspectors is favourably reported of, with the exception of one who has recently joined the Gurgáon district, and is wanting in experience. The work of the Chief Muharrirs of Hissár and Sirsa is not considered satisfactory.

In the Lahore circle every district is provided with a District Inspector. Mr. Sime considers them, without exception, most fit men. They are all of active habits, their visitation has been regular, and their inspection within certain limits good. The general fault of District Inspectors is a tendency to be mere critics, who duly report the results of their examinations, but are not sufficiently the advisers and helpers of the teachers. It is Mr. Sime's special aim to make them act as agents of the Inspector, for improving the organization and the methods of tuition pursued in the schools.

Work of Subordinate Inspecting staff. Lahore circle.

In the Ráwalpindí circle there are three District Inspectors, and four Chief Muharrirs, including the school Muharrir at Kohát, who performs also the duties of first Oriental teacher in the Kohát District school. Mr. Pearson reports that all these officers have given him satisfaction. He considers that all are suited for the position which they hold in essential respects; and that they are doing what can be expected from the character and capacity of each. Their duties are not very onerous, but constant itineration is very wearisome, and the life which they lead at the head-quarters of the District is so much pleasanter, that the most painstaking and conscientious are apt occasionally to find excuses for staying at home. The condition of visiting every school once in a quarter has generally been fulfilled; and, if not, explanations are always required. Recently the census has been a serious interruption; and sometimes the Deputy Commissioner orders a District Inspector to follow his camp, or employs him in examinations for Patwáries, or otherwise.

Work of Subordinate Inspecting staff. Ráwalpindí circle.

In the Mooltán circle there are three District Inspectors, and three Chief Muharrirs. Mr. Thompson states that there have been no changes amongst these officers, and nothing that demands any special notice as regards their work.

Work of Subordinate Inspecting staff. Mooltan circle.

7. Mr. Cooke reports that a feeling seems to be growing up amongst the Tahsíldárs of his circle, that the supervision of their schools is as much a duty as other parts of their work. Mr. Sime considers that the interest of local officers and local bodies in the education of the people, is determined by the interest in the cause of the Deputy Commissioner. Hence in the Jullundur, Hoshiárpur, Gurdáspur and Siálkot districts, good service

Tahsíldárs and Local Committees.

continues to be rendered by Tahsildárs and local Committees ; but the same lively interest is not shewn elsewhere. In the Ráwalpindí circle local Committees shew good-will and contribute funds for the support of schools ; but beyond this they do little, as a rule, to promote education. Mr. Pearson considers that it is not easy to make a general report upon the work of the Tahsíldárs, in connexion with education. As a rule they are obliging and anxious to give satisfaction. If they neglect to repair buildings or distribute pay, complaints are made, and it generally appears that the Deputy Commissioner is already dissatisfied with them on other grounds. No special remarks regarding the work of local Committees and of Tahsíldárs are offered by Mr. Thompson.

CHAPTER III.

UNIVERSITY EDUCATION.

Results of the Arts Examinations, Calcutta University.

8. During the year under report, there were no candidates from the Punjáb for the M. A. examination of the Calcutta University. One student, however, who left the Lahore Government College in the course of the year, went up and passed from the Free Church Institution in Calcutta. For the B. A. examination there were 9 candidates, of whom 6 passed ; besides one who left the Lahore Government College and appeared as a private student in another Province. For the First Arts examination there were 12 candidates, of whom 7 passed ; and for the Calcutta Entrance examination 88 candidates, of whom 61 were successful.

Results of the Arts examinations, Punjáb University College.

9. One student passed the Honours examination in Arabic of the Punjáb University College. For the High Proficiency examination, there were 17 candidates, of whom 6 were successful ; for the Proficiency examination 35 candidates, of whom 16 were successful ; and for the Punjáb University College Entrance examination 241 candidates, of whom 108 were successful.

Two students passed the High Proficiency examination, 5 the Proficiency, and 39 the Entrance examination in the Vernacular. Amongst these are included some students who took up English and failed, but are considered to have passed in the Vernacular, in virtue of their success in other subjects; though the examination in these subjects must have been conducted, I believe, in most cases through the medium of English. English was certainly the medium through which knowledge was acquired in the case of these young men; and it seems a little anomalous, that students of the Government College, and of Government and Aided High schools, should be converted into Vernacular students, through their failure to pass in English as a language.

Results of examinations on the whole.

10. Some students went up for the Calcutta examinations only, and some for the Punjáb examinations, whilst some appeared in both. On the whole there were for the B. A. and High Proficiency examinations 24 candidates, of whom 10 passed; for the F. A. and Proficiency examinations 36 candidates, of whom 18 passed; and for the Calcutta and Punjáb Entrance examinations 269 candidates, of whom 137 passed.

Comparison between the examination results of 1879-80 and 80-81.

11. Comparing the results with those of the previous year, we find as regards the Calcutta examinations:—In the B. A. examination 6 candidates successful, against 2 on the last occasion; in the F. A. examination 7 candidates successful against 6; and in the Entrance examination 61 candidates successful, against 47. As regards the Punjab examinations we find:—In the High Proficiency examination 6 candidates successful, against 4; in the Proficiency examination 16 candidates successful, the same number as in previous year; and in the Entrance examination 108 successful, against 129. We find on the whole:—In the Honours examinations one candidate successful, against 2 in the previous year; in the B. A. or High Proficiency examination 10 successful, against 6; in the First Arts or Proficiency examination 18 successful, against 15; and in the Entrance examination 137 successful, against 169.

Institutions sending up candidates for examinations above the Entrance.

12. All the candidates for examinations above the Entrance, who are included in the above statistics, belong to the Lahore Government College or the Oriental College, with the exception of 4. Bishop Cotton school supplied one successful candidate for the First Arts examination of the Calcutta University; though a Collegiate Department has

not yet been shewn in the returns as forming a part of this Institution. 3 private students went up for the Proficiency examination in English of the Punjáb University College, and one of these, who failed in English, is returned as having passed in the vernacular. One student also from the Ajmere College passed the Proficiency examination, but since he belongs to another Province, is not included in the statistical returns.

Candidates for the Entrance examination.

The great majority of candidates for the Entrance examination, were sent up by Government and Aided High schools, and some belonged to the Oriental College school. Besides these, 3 private students went up for the Calcutta examination, of whom one was successful. 45 private students, 2 candidates from the Lahore Normal school, and 13 candidates from the Ludhiána Hindu school, the Patiála College school, and the Kapúrthala school appeared in the Punjáb examination. 7 private students passed in English, and 5 in the Vernacular; 2 from the Lahore Normal school passed in the Vernacular, 1 from the Ludhiána Hindu school in the Vernacular, and 2 from the Kapúrthala school in English. There were also 8 candidates from other Provinces not included in the returns; and of these 1 passed in English.

Result of Arabic examinations held by the Punjab University College.

13. For the Lower Arabic or Maulaví examination there were 18 candidates, of whom 4 passed; for the Middle Arabic or Maulaví 'Alim examination 13 candidates, of whom 3 passed; and for the Higher Arabic, or Maulaví Fázil examination, 8 candidates, of whom 3 passed. In the previous year 5 candidates passed the Lower, 2 the Middle, and 2 the Higher examination.

Result of Sanskrit examinations held by the Punjab University College.

32 candidates appeared in the Lower Sanskrit or Prágyá examination, and of these 12 were successful; 5 in the Middle Sanskrit or Vishárad examination, and of these 3 were successful; and 5 in the Higher Sanskrit or Shástri examination, of whom 1 was successful. In the previous year 6 passed the Lower, 2 the Middle, and 3 the Higher examination.

Results of Persian and Gurmúkhi examinations held by the Punjab University College.

In the Lower Persian or Munshí examination 63 out of 93 candidates were successful, in the Middle or Munshí 'Alim examination 35 out of 43, and in the Higher or Munshí Fázil examination 11 out of 12. In 1879-80 there were 63 successful candidates in the Munshí,

33 in the Munshí 'Alim, and 11 in the Munshí Fázil examination. 13 candidates failed in the Gurmukhí or Budhimán examination. In 1879-80 there were 5 successful candidates.

Result of examinations in Medicine.

For the first examination in Medicine there were 11 candidates, of whom 5 passed; and for the final examination 7, of whom 5 were successful. These candidates were supplied, I believe, by the Medical school. It does not appear that any examinations of Hakims or Baids have been held during the year. In the previous year 11 candidates passed the first and 5 the final examination in Medicine, and 2 private practitioners the Zubdat-ul-Hukama examination.

Result of examinations in Law Engineering, &c.

Out of 73 candidates for the first examination in Law 25 passed, and out of 55 for the final examination 28 were successful. In 1879-80 there were 81 successful candidates for the former and 9 for the latter. 6 students went up and passed the first examination in Engineering. 25 students who had previously passed some examination in an Oriental language were examined in History and Geography and Mathematics up to the Entrance standard, and of these 8 were successful.

LAHORE GOVERNMENT COLLEGE.

STAFF.

Dr. G. W. Leitner, LL.D., *Principal.*

Dr. C. R. Stulpnagel, *Professor.*

————, *Professor*, (vacant).

J. C. Oman, Esquire, *Professor of Natural Sciences.*

Bábú Sasi Bhusan, Mukarjí, M. A., *Assistant Professor.*

J. W. D. Johnstone, Esquire, *Assistant Professor.*

Maulavi Muhammad Husain, *Assistant Professor of Arabic.*

Pandit Bhagwan Das, *Assistant Professor of Sanskrit.*

Changes in the College staff.

14. Dr. Leitner has held charge of the College during the year under report Mr. Sime, formerly Principal of the Delhi College and lately Professor in the Lahore College, has been appointed to succeed the late Mr. Alexander, as Inspector of Schools in the Lahore Circle. Mr. Dick,

who was transferred from Delhi to Lahore as Professor in 1877, and lately returned from furlough to England, has been appointed Principal of the new Training College. Mr. Johnstone officiated for some months as Inspector of Schools, Mooltan Circle. Babú Sási Bhúsan Mukarjí is now officiating as Professor subject to Government sanction, and Lála Ságar Chand, B. A., Assistant Inspector of Schools, as Assistant Professor. Mr. Carne, Head Master of the Amritsar District School, officiated in the latter capacity for about 9 months.

Statistics.

15. The number of students has risen from 78 to 94, and the average attendance from 71 to 75. The expenditure paid from Provincial Revenues was Rs. 53,041 against Rs. 48,049 in the previous year. The fees amounted to Rs. 1,142 against 1,598 in the previous year, but those for February and March have not yet been credited to Government. The total cost of educating each scholar was Rs. 630, and the cost to Government Rs. 616-12-0.

No students are returned as having passed the Honours examination of the Calcutta University or the Punjáb University College. One however, as already mentioned, left the College during the year, and passed the Calcutta examination from the Free Church Institution in Calcutta. Another student passed the High Proficiency examination of the Punjáb University College, and gained the Fuller fellowship. His name was retained on the rolls of the Government College, and he was required, I understand, to pay fees. He was however, sent up to the Honours examination in Arabic of the Punjáb University College as a student of the Oriental College.

Result of examinations.

16. The 9 candidates sent up from the Punjáb to the B. A. examination of the Calcutta University all belonged to the Lahore College; 6 passed,—2 in the first, 3 in the second, and 1 in the third division. A seventh left the College and went up as a private student.

For the High Proficiency examination there were 12 candidates, of whom 4 were successful. On the whole, 8 students passed one or both of these examinations. In the previous year 2 candidates out of 9 passed the B. A., and 4 out of 5 the High Proficiency examination; and on the whole, 6 were successful in one or both examinations. The percentage of successful candidates on the number in the 3rd and 4th year classes at the beginning of the year was 29·6 against 18·1 in 1879-80.

There were 11 candidates from the Government College for the First examination in Arts, of whom 6 were successful, one being placed in the first, 2 in the second and 3 in the third division. The candidate who passed in the first division obtained the Duff scholarship, having gained the highest marks in languages of all candidates who presented themselves for the F. A. examination.

For the Proficiency examination, the Government College supplied 20 candidates, of whom 12 were successful ; 2 of these, however, failed in English, and are consequently returned as having passed in the Vernacular. 5 students passed both the Calcutta and the Punjáb examinations, so that on the whole 13 candidates were successful in one or both examinations. In the previous year, 6 candidates out of 12 passed the First Arts, and 5 out of 6 the Proficiency examination ; and on the whole 10 were successful. The percentage of successful candidates on the number in the 1st and 2nd year classes was 27·7. In 1879-80 the precentage was 19·6.

For the first examination in Law, there were from the Government College 11 candidates, of whom 3 passed ; and for the final examination 7, of whom 5 were successful.

The results of the Art examinations are favourable as compared with those of 1879-80.

THE ORIENTAL COLLEGE AND SCHOOL.

Impracticability of incorporating the statistics of the Oriental College and School in the Returns.

17. Dr. Leitner has sent me a copy of a printed report on the Oriental College and School and a statement of statistics ; but as the latter does not distinguish between the expenditure on these two departments, it is impracticable to incorporate it in the returns prescribed by Government.

Oriental College does not correspond with the rule laid down by the Supreme Government.

18. In the rules laid down by the Supreme Government, an Oriental College is defined to be an institution, in which shall be included no students, who have not previous to admission reached a standard, considered by the Local Government to be equal in difficulty to the examination for matriculation. The Oriental College, as at present constituted, does not correspond with this rule.

Students who have passed any of the examinations of the Punjáb University College are included in the Oriental College. Some of these examinations are not equal in difficulty to the examination for matriculation, or in other words do not require an equal amount of time for preparation. This is shewn by the success in the Persian examinations of students of the Ludhiána. High school, and in the Sanskrit examinations of students of the Primary School at Palampur. The College includes also some students who have passed none of the examinations of the Punjáb University College ; but who after examination by College teachers, have been allowed to join certain classes.

Divisions of time in School and College.

19. There are two main divisions of time in both School and College. The classes are differently organized during these two divisions. One division of time is devoted to preparation for the Entrance and Higher examinations in Arts, the other to preparation for examinations in Arabic, Persian and Sanskrit. During the first division, the classes preparing for the Entrance examination are considered to belong to the School, those who have passed that examination to the College. During the second division of time, students who are preparing for the Lower examination in Arabic, Persian or Sanskrit, are considered to belong to the School, those who have passed any of these examinations to the College. It often happens, that students are in the College classes in one division, in the School classes in the other. There are also special or professional classes, which are included apparently in the College. Some students are allowed to join these classes without undergoing any of the Punjáb University College examinations, after examination by the teachers. Such students attend the school on the Arts side.

Statistics.

20. It appears from the report that there were on the 1st April, 191 students in attendance. 33 had passed both Oriental and Arts examinations and attended the College only. 18 attended the College on the Arts side and the School on the Oriental side. 42 attended the College on the Oriental side and the School for instruction in general knowledge. 35 had been admitted to the College classes on the examination by some of the staff, and attend the School classes also. 63 belonged to the School exclusively.

It appears that 86 students attend the Entrance classes, and that 5 only passed the Entrance examination. 34 attend the Proficiency classes and 3 * only passed

* One of these, moreover, seems to have been a student of the Government College also, and the credit of his passing does not necessarily belong to the Oriental College.

the Proficiency examination. These are extremely poor results. The High Proficiency classes contain 10 students and 2 passed the High Proficiency examination. 2 students are reading for Honours in history.

21. The results in Oriental examinations do not appear to be very satisfactory, more especially as regards the lower examinations, for which large classes are under instruction. Two students passed the Lower, one the Middle, and three the Higher Arabic examination ; two the Lower, one the Middle, and one the Higher Sanskrit examination. In the Lower Persian examination 4 students only were successful. The results of the Middle and Higher Persian examinations were more favourable,—11 students having passed the former, and 7 the latter.

The impossibility of teaching History through the medium of Urdú.

22. A list is given in the report of the text books or manuscripts in actual use on the Urdú side. As a profession is made of teaching history through the medium of Urdú to the standard of the Honours examination, and as it is distinctly laid down in the statutes of the Punjáb University College that in all subjects which cannot be completely taught in the vernacular, the English language shall be regarded as the medium of instruction and examination, it will be instructive to examine what facilities exist for teaching history. In the Entrance class, the elementary histories of England and India prepared by the Educational Department are used, and this class is fairly well supplied.

For the Proficiency examination in history, ancient or modern history is prescribed. The text book set down in the list of books in use is 'Taylor's Ancient History.' The Urdú version of this book is a meagre epitome compiled by an adapter, who evidently did not know the subject or fully understand the original work.

For the High Proficiency examination, 'Ancient and Modern History' or 'History of England and India' are prescribed. The books recommended for English and Indian history are the 'Student's Hume,' 'Elphinstone's History of India,' and Macfarlane's 'British India,' or Marshman's 'History of India,' volume II.

The only available work in the vernacular is the translation of Elphinstone's History, executed by the Aligarh society. A Bachelor of Arts, or a man who has passed the High Proficiency examination, is supposed to have thoroughly mastered certain books in every subject he takes up, and to have consulted many others. We

here find, however, that the vernacular student is required to pass in English history and in the history of British India, though dependent solely on lectures, as Elphinstone's History of India does not treat of the British period.

The following are the subjects prescribed for the Honours examination in History :—

1.—History of England, as in Greene's Longer History.

2.—Indian History, including an acquaintance with the works of native historians (such as Sir H. Elliot's work on Indian historians.)

3.—Constitutional History, as in the whole of Hallam's Constitutional History.

4.—An exhaustive, complete, and detailed knowledge of the period of King George III, such as may be elicited from a study of Massey's 'History of England during the reign of George III,' in Allison's 'History of Europe,' in Brougham's 'Men of Letters of the time of George III,' and in Brougham's 'Statesmen of the time of George III.' The Constitutional history of this period is to be studied in the Constitutional history of Erskine May.

5.—Political Economy.

6.—History of Civilization.

To translate the books required for this course into Urdú in an efficient manner, would necessitate the employment of scholars of first rate ability, and would occupy the whole time of several such scholars for the space of many years ; and yet it is stated that the subjects of which they treat are taught by means of lectures delivered by the Superintendent, and unpublished translations by 'Umr Bakhsh, a young man who recently passed the B. A. examination. A profession is made of imparting an exhaustive, complete, and detailed knowledge of history through the medium of a language that contains no books on the subjects prescribed, and in which there exist no recognized terms to convey the ideas that must be mastered in the study of Constitutional history, and much of the other matter required for this examination.

Certain information not supplied by the Registrar.

23. I was anxious to obtain some information regarding the attainments and the antecedents of the students who have passed the Proficiency examination, and those who are reading

for the Honours examination. This I sought in vain from the Registrar, who will give no information on the subject.

Merits of manuscripts of translations not known.

24. Every year a vast number of manuscripts, representing translations, adaptations, and original works, are laid before the President at the Convocation. Of the merits of these works it is impossible to pronounce an opinion, as very few have been published, and we do not even know whether the majority of them have been perused by any one except the authors. There appears to me, however, to be no reason why the Proficiency class should not before this have been provided with thoroughly good text-books in all subjects, for it is but a few books that are required. Had this been done, and had thoroughly efficient instruction been provided to the Proficiency standard, the attempt to prepare students for higher examinations being meanwhile deferred, there might by this time have been in existence a large and thoroughly efficient class, who had really received their entire education up to this standard through the medium of the vernacular.

Remarks on certain students said to have graduated from the Oriental College.

25. In the report a list is given of men who have passed certain examinations. This is followed by the following remark :—" It deserves to be noticed how large the number of Mahomedan graduates is, compared with those who offer themselves for Calcutta degree examinations, thus shewing that our College has been an effective means for attracting that community." Now the first man on the list is Pírzádá Muhammad Husain, who passed the Honours in Arts Examination in Arabic from the Oriental College. It is stated, that he was the only candidate in the Province. It is not stated, however, that he was educated first in a Government school, and then up to the B. A. standard in the Government College, from which he passed the High Proficiency examination. Being eligible for appearance in the Honours examination, in virtue of having passed the High Proficiency examination, the assistance necessary to enable him to prepare for the Arabic examination could be afforded by any competent Maulaví, and Dr. Leitner thought fit to send him to the Oriental College, though his name was still retained on the rolls of the Government College also. There are only two other men in the list to whom the term graduate could by any possibility be applied ; those namely, who have passed the High Proficiency examination ; though this fact might not improbably escape a casual reader.

Director's reasons for criticising the report on the Oriental College.

26. It is anything but agreeable to me to be forced to criticise in this manner, more especially as it places me in a position of apparent antagonism with a cause in which there is much that I am anxious, and have constantly striven, to support. No one can be more desirous than I am to raise the standard of education amongst vernacular students. When, however, I have to notice an official report which is calculated to convey a wrong impression as to the actual condition of vernacular education, I consider it my duty to point out that such is the case; more especially, when the acceptance of this report as strictly accurate, must lead to a still further misdirection of effort in the future.

COLLEGE FOR PROFESSIONAL TRAINING.

THE CENTRAL TRAINING COLLEGE.

STAFF.

R. Dick, Esquire, M. A., *Principal.*

Lala Kanhaiya Lal, *Assistant Superintendent.*

Ulfat Husain, *Maulaví.*

Organization of the Central Training College.

27. The Central Training College, which is intended to prepare men for employment as teachers in English and Vernacular schools for Secondary education, was organized during the year under report. The want of a suitable building with space sufficient to accommodate the College classes, together with a Model school for practice in teaching, has caused much inconvenience. Many houses were examined: amongst others the Toshá-Khána, the houses of the Mahárájá of Kapúrthalá and the Mahárájá of Nábha, the Chau-Burjí, and some situated in the city. The old Delhi College building also was proposed. Of these some were unsuitable, some refused by their owners, and others rejected by Government; and it was at last resolved to make a beginning in the old Normal school building in the Hazúrí Bágh. Here accordingly the Vernacular class met in December. It was formed of the senior classes of the Delhi, Lahore, and Ráwalpindi Normal schools, and students who have attended the Ludhiána High school, and passed the Entrance examination in the Vernacular and the Munshí 'Alim examination. The Lahore Normal school has been transferred to the building known as the Toshá-Khána, which is fairly suited to the requirements of the school.

28. No progress was made in organizing an English class, until the month of February, when the results of the University examinations became known. The class then formed consists of two divisions. The upper division is composed of men, who have passed the B. A. or the High Proficiency examination, or who have read the prescribed course, but failed in the examination. The lower division consists of men who have passed the First Arts or the Proficiency examination, or failed in the examination after completing the prescribed course.

English class formed in February, consists of two divisions.

The students of the higher division, amongst whom passed men predominate, are considered by the Principal to be of high promise. Two of them stood first in the province in the B. A. and the high Proficiency examinations respectively; while all of them are of good ability, with dispositions capable, the Principal believes, of enthusiasm, which when properly directed, is of the highest value in the teaching profession.

Upper division, English class.

The second division, contains a preponderance of students who have failed in the First Arts or the Proficiency examination, and is of course distinctly inferior in attainments and ability to the first; but the Principal hopes to mould these students also into useful teachers.

Second division, English class.

29. At the end of the official year the vernacular class contained thirty-five students, and the English class fourteen.

Number of students in the College.

30. The work of the Training College will consist principally of elementary instruction in science; the revision of parts of the books studied in schools, with a special view to the proper teaching of the subjects (notably in the English class, translation and re-translation from Urdú into English); lectures on the principles of teaching; and finally, practical instruction in the Model school.

Instruction in Training College.

31. Owing to the absence of proper accommodation, it has not yet been possible to organize a Model school. This forms one main feature in the contemplated scheme, without which all the efforts of the Principal would be necessarily greatly crippled, if not rendered altogether abortive. The question of the future location of the Training College is still under the consideration of Government.

Want of proper accommodation greatly interferes with the work.

CHAPTER IV.

SECONDARY EDUCATION.

Schools for Boys.

Statistics.

32. There are 225 schools for the Secondary education of boys, or two less than at the beginning of the year. The number of scholars on the rolls has risen from 5,669 to 6,201, and the average attendance from 4,710 to 4,895. The total expenditure in 1880-81 amounted to Rs. 3,00,091 against Rs. 2,93,385 in 1879-80. Government contributed Rs. 1,63,217, or very nearly the same sum as in the previous year. Fees amounted to Rs. 33,397, which is less by about Rs. 3,000 than the amount credited in 1879-80.* This falling off occurred almost entirely in schools for Europeans and Eurasians.

The 225 schools for Secondary education comprise 102 English schools and 123 Vernacular schools. Of the former, twenty-one are High schools, each with a Middle school attached to it. There is but one purely Vernacular High school; but two of the English High schools contain Vernacular departments. 411 scholars are borne on the rolls of High schools against 414 at the end of the previous year.

Standard of admission to schools for Secondary education.

33. It will be remembered, that after passing the Upper Primary school examination, boys enter a Middle school, where the course of instruction extends over three years; and that on passing the Middle school examination, they can enter a High school, where, after a course of two years, they should be prepared to pass the Entrance examination.

Result of Entrance examination in High schools.

34. From the High schools 114 candidates were successful in the Entrance examination of the Calcutta University or of the Punjáb University College, or in both these examinations. In 1879-80 the number of successful candidates was 112. Of those who passed the Entrance examination of the Punjáb University College, 26 went up in the

* Note.—The sum of Rs. 2,943 paid by boys in the highest class of the Primary department of District schools was last year credited to Middle schools. This sum, therefore, must be deducted from the amount entered in last year's returns under the head of Middle schools and added under the head of Primary schools, to admit of accurate comparison. The late Head Master of the Lahore European High school entered more than Rs. 2,000 above the actual collections of tuitional fees, having apparently added those for boarding. This amount also must be deducted. The error was noted in my last report, but was not discovered in time to admit of the correction of the returns.

Vernacular. 14 took up English and failed, but English not being a compulsory subject, were allowed to pass as Vernacular students, although they had received their education, and were probably examined, through the medium of English.

Remarks on the Middle School examination of 1880.

35. Up to 1879 the Middle school examination was intended to test the proficiency of boys, who had completed the course prescribed for the second class of Middle schools. The standard has now been raised ; and boys who have completed the course prescribed for the third class appear in the examination. The boys who passed by the old standard in 1879 were promoted to the third class, but it was not considered necessary to examine them again by the new standard in 1880. I thought it as well, however, to hold an examination in 1880, though the great bulk of the third class were exempted, and the only candidates properly eligible were those, who had failed to pass by the lower standard in the previous year.

The results are entered in the returns, but they are of course quite useless for purposes of comparison. The natural course perhaps would have been to hold no examination in 1880. The object, however, of holding this supplementary examination was two-fold : first, to give scholars who had failed in 1879, a chance of passing, without obliging them to wait till 1881 ; and, secondly, to familiarize the schools with the new standard.

First regular Middle school examination under the new system held in April 1881.

36. The first regular examination under the new system, *i. e.* the first examination by which the work of the third class as a whole could be tested, was held in April 1881. Although this examination has been held since the close of the year under report, and the results are not entered in the annual returns, it will be as well to notice them briefly.

Effect of the change in the Middle school examination.

One effect of the change that has been made is to diminish the number of candidates. This is due principally to two causes. Even under the old system, many boys left school before they had completed the Middle school course ; and now that this course has been lengthened by a year, it must be expected that the number of boys who fail to complete it, will be, for a time at least, greater than before. Added to this has been the difficulty in many Middle schools of providing for the instruction of an additional class. It is probable also that the depreciation of the value of a Middle school certificate as a means of obtaining employment, in consequence of the new educational test examination, may have discouraged some boys from completing the

course, and so have contributed to bring about this result. This cause would naturally operate much more strongly in Vernacular than in English schools; as a knowledge of English enables its possessor to obtain employment, whatever may be the value of the Middle school examination certificate. We find, accordingly, that in Vernacular schools the falling off of candidates is much greater than in English schools.

Present standard of the Middle school examination.

37. The Examination Committee appointed by Government in 1879, recommended that the standard of the Middle school examination should be raised in three ways: by adding to the matter to be learnt; by raising the minimum pass marks in certain cases; and by treating caligraphy as two distinct subjects of examination, instead of including it under the head of English and of Urdú.* The first and the third of these recommendations have been carried out; but if the second were followed, it would have the effect of raising the standard to a greater extent, that would be met by the addition of a year to the course of study. I find also, that if the new scale of pass marks, which is much higher than prevails in the University examinations, were adopted at present, it would have the effect of causing a large proportion of failures, especially in Mission schools, and seriously reducing the number of scholars eligible for admission to High schools. As great inconvenience would be caused by such a state of things, I have thought it desirable to adhere to the system that prevailed in 1879 as regards pass marks. It will be sufficient in the first instance to carry out the other recommendations of the Committee, and to raise the pass marks when the progress of the schools renders such a measure advisable.

Comparison of the results of the Middle school examinations of 1879 and 1881.

38. There were from Government and Aided Middle schools 546 candidates for the Anglo-Vernacular and 511 for the Vernacular examination. Of the former 407 were successful and of the latter 394. In 1879, the last year in which the examination was held by the old standard, there were from Government and Aided schools 711 candidates for the Anglo-Vernacular examination, of whom 461 passed; and 721 for the Vernacular examination, of whom 475 were successful. There was a falling off, therefore, of 165 in the number of candidates for the former examination, and of 210 in the number who appeared in the latter.

* This considerably diminishes a candidate's chance of passing. There will always be some candidates who both in English and Urdú obtain more than pass marks in other parts of the Examination, and less in caligraphy and *vice versa*. Such boys may pass if caligraphy forms a part of the English and Urdú Examinations respectively, but will fail if it is treated as a separate subject.

The proportion of those who passed was greater than in 1879, though the actual number of passes was less. 74 per cent. of the Anglo-Vernacular candidates were successful in 1881 against 65 per cent. in 1879. Of Anglo-Vernacular candidates from Government schools 78 per cent. were successful in the former year, against 67 per cent. in the latter. From Vernacular schools, which are all Government institutions, 77 per cent. were successful in 1881 against 65 per cent. in 1879. Of the candidates who appeared in the recent examination, 23 took up Arabic, 44 Sanskrit, and 202 Science, as an optional subject. Of these 22, 33, and 199 respectively belonged to Government schools.

There were various candidates for this examination, besides those sent up by Government and Aided Middle schools. On the Anglo-Vernacular side, 27 candidates were sent up from unaided schools, of whom 23 were successful. This is a satisfactory result, though the candidates seem to have been to a certain extent picked boys, whereas in Government schools it is customary to send up nearly the entire class. 19 private students passed, out of 57 who presented themselves. In 1879 unaided schools sent 38 candidates, of whom 19 passed, whilst of 57 private candidates who presented themselves, 23 were successful. In the examination held in April last, the Aided Normal School at Amritsar passed 2 candidates; and 3 teachers were successful.

Five Vernacular students went up from unaided schools, of whom 3 passed; and 14 out of 29 private students were successful. In 1879 there were 4 candidates from unaided schools, of whom 2 passed; and 47 private candidates, of whom 13 were successful. The introduction of the Educational Test examination, has of course greatly diminished the number of private candidates. 15 out of 16 candidates passed the recent examination from the Lahore Normal school. 5 passed from the Aided Normal school at Amritsar; and 1 teacher was successful.

There were, on the whole, 635 Anglo-Vernacular candidates, of whom 454 passed; against 816 in 1879, of whom 510 were successful; and 569 Vernacular candidates, of whom 432 passed; against 827 in 1879, of whom 531 were successful.

Arithmetic has always been a weak point in this examination, and is so still. The difficulty of the examination has, however, been considerably increased by the addition of Mensuration on the present occasion. In Persian the failures are remarkably few in schools of all classes.

English Schools.

Statistics of English schools.

39. English schools comprise Government Schools, Aided Schools for natives, and Aided schools for Europeans and Eurasians. There are, as I have already stated, 102 English schools. The names of 3,299 scholars are borne on the rolls, and the average attendance was 2,712. In the previous year there were 103 schools, with 3,207 on the rolls, and an average attendance of 2,701.

Government English Schools.

Statistics of Government English schools.

40. The number of Government English schools has risen from 63 to 65, the number of scholars on the rolls from 2,077 to 2,339; and the average attendance from 1,786 to 1,893. The total expenditure was Rs. 1,62,161, against Rs. 1,60,250 in the previous year, and that from Provincial Revenues Rs. 1,24,345 against Rs. 1,23,191. The total cost of educating each pupil was Rs. 73-11, and the cost to Government Rs. 56-9, the amount being slightly less in each case than in the previous year. Fees amounted to Rs. 16,669, which sum exceeds the amount collected in the previous year by about Rs. 1,000.* This gives an average fee of Rs. 8 for each scholar.† The other principal sources of income are, municipal grants which amounted to Rs. 11,138, being an increase of Rs. 1,565; and District Funds which contributed Rs. 5,787, against Rs. 4,553 in the previous year.

Statistics of Government High schools, and result of Entrance examination.

41. There are now 10 Government English High schools, including one formed in July last at Rewári; to each of these a Middle school is attached. They are all District schools, under the direct management of the Department. The number of scholars borne on the rolls of the High schools has risen from 241 to 253. The increase would have been greater, but for the cause explained in the next paragraph. In the Entrance examination of the Calcutta University 35 candidates were successful, and in that of the Punjáb University College 69. Last year 29 candidates passed the former, and 55 the latter examination. These figures are not however, so favourable as they might at first appear; as 25 scholars passed both examinations, and the total number who were successful was 79, against 81 in the previous year. The Punjáb examination was put off from the early part of the hot weather to November; and a number of candi-

* See note at page 24.

† Dividing the total amount by the average number of boys on the rolls.

dates of the 5th or Entrance class, who would otherwise have appeared in the examination, left school, as soon as they heard of its postponement, and underwent no examination. Some, however, of the old 5th class remained ; and others, who belonged to the new 5th class that was formed in April 1880, went up for the examination in November. These were to some extent under a disadvantage, as they had not completed their course of study. Altogether 119 candidates presented themselves, or about 50 per cent of the number attending the High schools at the beginning of the year. 79 candidates were successful, or 32·7 per cent of the number on the rolls, 104 candidates went up in English, of whom 56 passed in English. 12 failed in English, but were allowed to pass as Vernacular students, though their education had been conducted through the medium of English. 15 went up in the Vernacular, and of these 12 passed. The fact that a number of boys left school in April 1880, without being examined, does not materially affect the results of the Entrance examination held during the year under report, as their places were taken, as above explained, by boys of the new 5th class. The results of next year will, of course, be affected ; as candidates who passed in November 1880, without completing their course of instruction, will not appear in the examination of May 1881.

Reason for the increase in numbers in Government High schools being not very great.

42. Ordinarily the whole of the 5th class leave school on completing their two years' course. The 4th class then becomes the 5th class and a new 4th class is formed from below. It will be observed, that during the year under report the whole of the old 5th class left school, either in April or November, and in addition to this, a portion of the new 5th class left in the latter month. If the Entrance examination had not been postponed from April 1880 to November, the boys of the new 5th class who left in November would have prosecuted their studies till the completion of the two years' course in April 1881, and their names would have been borne on the rolls at the end of the year. From this cause the increase of numbers in Government High schools was less than it would otherwise have been.

Result of Entrance examination in Government High schools.

43. From Delhi 12 candidates passed : 9 the Calcutta and 9 the Punjáb University College examination ; and from Lahore also, 12 candidates were successful, of whom 10 passed the Calcutta, and 8 the Punjáb University College examination. From each of these schools, however, one candidate failed in English. From Amritsar, 7 boys passed the Punjáb examination, 2 of them being successful in the Calcutta examination also. The percentage of successful candidates to the numbers of boys whose names were

borne on the rolls at the beginning of the year, does not very materially differ in these three schools.

The Gurdáspur school has greatly distinguished itself. The High school was organized in 1879-80, and the 4th class contained at the end of that year 11 students, who were promoted to the 5th class in April. Ten of these and one, who joined subsequently, passed the Entrance examination : 8 of them were successful in the Calcutta examination, and 10 in that of the Punjáb University College, 7 being common to both. Hoshiárpur supplied 13 successful candidates, of whom 3 passed the Calcutta and 12 the Punjáb examination ; of the latter, however, 6 failed in English, which materially detracts from the value of the result. Jhang passed 8 candidates, of whom 2 were successful in the Calcutta, and 7 in the Punjáb University College examination. This would be an excellent result, had not 4 out of the 7 failed in English. The Mooltán High school has been recently organized. 3 out of the 4 boys who attended it at the beginning of the year, passed the Entrance examination. The Gujrát school shewed more unsatisfactory results than any other : one student only was successful ; he passed both the Calcutta and Punjáb examinations, but failed in English in the latter.

The Ludhiána school sent up 12 successful candidates for the Entrance examination in the vernacular ; 13, including the 12 who had passed the Entrance, were successful in the Munshí 'Alim examination, and 20 in the Munshí examination.

Statistics of Government Middle schools.

44. There are 27 District Middle schools, including 10 attached to High schools. These and the Anglo-Arabic school at Delhi, are under the management of the Department, assisted in the latter case by a Local Committee. 25 Government English schools of the Middle class are under the management of Deputy Commissioners, and there are 2 Cantonment schools under the management of the Cantonment Magistrates.

Middle school examination results in Government English Middle schools.

From Government English schools 379 candidates presented themselves for the Middle school examination held since the close of the year. The entire number of boys in the third or highest class of these schools was 398 ; so that 19 only were prevented by sickness or other causes from appearing in the examination. 297 or 78 per cent. of those examined were successful. 293 of the candidates were supplied by District schools, and of these 234 or 80 per cent. passed the examination. In

Government English schools the percentage of successful candidates on the total number of boys attending all the classes at the beginning of the year was 16, and in District schools 18.

Appearance of a blind boy in the Middle school examination.

45. Rather a remarkable circumstance in this examination was the appearance of a blind boy belonging to the District school at Sirsa. He is, of course, unable to read or to write, but he knows by heart all the books studied by his class fellows in English, Urdú and Persian ; and he solves questions in Arithmetic with surprising rapidity. As it was impossible to examine him in caligraphy and reading at sight, he was allowed the minimum pass marks for those subjects. In all other subjects he was examined orally ; and he has taken a remarkably good place, standing twenty-seventh in the order of merit.

Aided English Schools for Natives.

Statistics of Aided English schools for secondary education of natives.

46. The number of Aided English schools for natives has fallen from 36 to 33 ; the number of scholars on the rolls from 1,058 to 899 ; and the average attendance from 834 to 745. The total expenditure was Rs. 63,074, or nearly the same as in 1879-80. Government grants amounted to Rs. 26,405, against Rs. 27,062 in the previous year. In consequence of the falling off in numbers, the total cost of educating each scholar has risen from Rs. 58-5 to Rs. 68-5, and the cost to Government from Rs. 24-15 to Rs. 28-9. Fees amounted to Rs. 4,478 against Rs. 5,080 in the previous year. The average fee paid by each scholar was Rs. 4-12. Municipalities contributed Rs. 2,905 towards the expenditure on these schools, and Rs. 29,056 were paid from private sources. With the exception of the Anglo-Sanskrit school at Delhi under the management of a committee of native gentlemen, all these institutions are Mission schools.

Aided High schools for natives.

There are as in 1879-80 ten Aided High schools. The number of boys on the rolls, which has probably been more or less affected by the cause noticed in the case of Government schools, has fallen from 144 to 124.

Results of Entrance examination in Aided High schools.

47. At the **Entrance examination** 52 candidates appeared, of whom 26, or 18 per cent. of the total number borne on the rolls, were successful. 16 passed the Calcutta and 17 the Punjáb examination, 7 being common to both. Of those who passed the latter examina-

tion 2 failed in English. In 1879-80 these schools supplied 24 successful candidates, 8 passing the Calcutta and 21 the Punjáb examination, and 5 being common to both.

The Delhi and Gujránwála Mission schools sent up 4, and the Ludhiána school 5 successful candidates. These shew the highest percentage of passed candidates on the number on the rolls, with the exception of the recently established Native Christian boarding school at Batála, which passed 2 out of 3 boys attending the High school. Amritsar supplied 4 successful candidates, but this is a very small fraction of the number on the rolls. Lahore also supplied 4 successful candidates only, and 2 of these failed in English, a most unsatisfactory result considering the size of the school. Siálkot, Pesháwar and Ráwalpindi supplied no successful candidates, and Jullundur 2 only.

Results of Middle school examination.

48. There are 23 Aided English Middle schools, including 10 attached to the High schools above noticed. These supplied 159 candidates for the Middle school examination held since the close of the year, of whom 104 were successful. This gives 65 per cent. of the number of candidates, a very much better result than has been reached before, and 11 per cent. of the number on the rolls, which is still a very small proportion.

Comparison of cost of educating each scholar in Government and Aided English Middle schools.

It will be observed, that the cost of education in Government schools is rather higher than in Aided schools, though the difference in 1880-81 was less than in the previous year. The total cost of educating each scholar was, as already stated, Rs. 73-11 in Government, and Rs. 68-5 in Aided schools. The cost to Government in the former, however, which amounted to Rs. 56-9, is nearly double that incurred in the latter.

Comparison of the average fee paid by each scholar and the results of examinations in Government and Aided English Middle schools.

The average fee paid by each scholar was Rs. 7-9 in Government and Rs. 4-14 in Aided schools. 32 per cent. of the scholars in Government High schools passed the Entrance examination, and 16 per cent. of those in Middle schools passed the Middle school examination of 1881. From Aided schools 18 per cent. were successful in the former, and 12 per cent. in the latter.

Aided Schools for Europeans and Eurasians.

Statistics of Secondary schools for Europeans and Eurasians.

49. There is one High school for Europeans and Eurasians, *viz.* the Bishop Cotton school at Simla. Including the Middle department of that institution, there are three Middle schools, the other two being the middle departments of the boys school in the Lawrence Asylum at Murree, and of a school at Lahore commonly known as the High school, though not properly entitled to that designation. The number of scholars in the Bishop Cotton High school has fallen from 29 to 18. Middle schools contain 43 boys, the same number as at the end of the previous year. The expenditure was Rs. 22,276, or somewhat less than in the previous year. Government grants amounted to Rs. 10,003, against Rs. 8,971 in 1879-80.

Cost of educating each scholar and average fee.

The total cost of educating each scholar was Rs. 289-5, and the cost to Government Rs. 129-15. In 1879-80 the total cost was Rs. 271-6, and the cost to Government Rs. 105-9. Fees amounted to Rs. 8,691, which is a considerable falling off since the previous year. The average amount paid by each boy was Rs. 113. The cost of educating each European boy is necessarily very high as compared with that which prevails in native schools. The difference however, is not nearly so great in schools for Secondary education as it is in Primary schools.

Result of examinations.

50. Bishop Cotton school supplied 9 successful candidates for the Entrance examination of the Calcutta University.

The Middle school examination for Europeans and Eurasians was held for the first time in the month of September 1880. There were 10 candidates from Bishop Cotton school, of whom 4 were successful; and 12 from the Lawrence Memorial Asylum at Murree, of whom also 4 were successful. Some of the boys acquitted themselves very creditably, more especially as it was the first examination of the kind to which the schools had been subjected.

The standard of the examination is perhaps somewhat too high, and the expediency of introducing some slight modifications is under consideration.

Vernacular Schools.

51. There are 123 Vernacular schools, all Government institutions, with 2,902 scholars, against 124 with 2,462 scholars in 1879-80, and the average attendance has risen from 2,009 to 2,193. The expenditure has risen

from Rs. 46,747 to Rs. 52,580. The principal increase is under the head of contributions from District and Municipal funds. The former have risen from Rs. 29,806 to Rs. 33,261, and the latter from Rs. 9,864 to Rs. 13,290. Grants from Provincial revenues have been reduced from Rs. 6,913 to Rs. 2,464. Fees have risen from Rs. 3,052 to Rs. 3,559. The total cost of educating each boy has risen from Rs. 18-12 to Rs. 19-8, and the cost to Government has been reduced from Rs. 1-9 to 14 as. The average fee paid by each boy cannot be estimated, as agriculturists are exempted from payment in virtue of their contributions to the Educational cess now merged in District Funds.

Vernacular High school.

52. A Vernacular High school was organised during the year at Jullundur, where a course of study similar to that prevailing in the Vernacular department of the Ludhiána school, will be followed. The latter institution, as already stated, sent up 12 successful candidates to the Vernacular Entrance examination, 13 to the Munshí 'Alim examination, and 20 to the Munshí examination. A Vernacular class has been formed at Delhi also, in connexion with the District school in that city. With Vernacular candidates Mathematics to the Entrance standard take the place of English. Hence, Vernacular students, after passing the Middle school examination, could, if it were considered necessary, devote to Oriental languages nearly as much time, as is given by English scholars in a High school to Oriental languages, Mathematics, and English. This being the case, it is easy for them (as long as there is nothing to take the place of English in the Entrance examination) to go up for the Munshí 'Alim examination in addition to the Entrance.

Result of Middle school examination held in 1881 in Vernacular schools.

53. There were, as already stated, 511 candidates for the Middle school examination from Vernacular Middle schools, of whom 394 were successful. It has been already observed, that in schools of every class the subject in which there are most failures, is Arithmetic and Mensuration, which are coupled together; and this is the case in Vernacular no less than in English schools. It is perhaps rather remarkable that this should be the case, as Vernacular candidates acquit themselves very well in Euclid and Algebra. 77 per cent. of the number of candidates from Government Vernacular schools, and 16 per cent. of the number on the rolls passed the Middle school examination. It will be remembered that in the case of Government English schools the percentages were 78 and 16, and in the case of Aided English schools 65 and 11.

It will be seen therefore that the Vernacular schools, so far as regards their comparative success, as shewn by the results of this examination, are very nearly equal to Government, and considerably in advance of Aided English schools.

Distribution of schools amongst the circles of inspection.

Distribution of Government English schools amongst the circles of inspection &c.

54. The distribution of the English Government schools amongst the circles of inspection, the total cost of educating each scholar, the cost to Government, and the average fee paid by each scholar, are given in the following table :—

Circles of inspection.	No. of institutions.	Number on the rolls on 31st March.	Total Cost.		Cost to Government.		Average fee paid by each scholar.	
			Rs.	A.	Rs.	A.	Rs.	A.
Umballa ...	23	668	98	8	73	2	8	0
Lahore ...	23	1,010	64	3	51	1	7	14
Ráwalpindí ...	8	235	59	12	39	2	7	2
Mooltán ...	11	426	73	11	56	9	6	7

It will be observed, that the schools of the Lahore circle are the best attended, and that those in Ráwalpindí contain by far the smallest number of scholars. The cost of education in the schools of the Umballa circle is the highest, and the scholars there pay the highest fee. In the Ráwalpindí circle, the cost of educating each scholar is considerably less than in the other circles.

Result of Middle school examination, Government English schools.

The percentage of scholars who passed the Entrance and Middle school examinations, on the total number borne on the rolls of High and Middle schools respectively at the beginning of the year was, as noted below :—Umballa 29 and 15, Lahore 39 and 18, Rawalpindi 2 and 24, Mooltán 78 and 10.

Distribution of Aided English schools amongst circles, &c.

55. The distribution of Aided English schools, the total cost of educating each scholar, the cost to Government, and the average fee paid by each scholar, are given below.

Circles of inspection.	No. of Institutions.	No. of scholars on the rolls on 31st March.	Total cost.		Cost to Government.		Average fee paid by each scholar.	
			Rs.	A.	Rs.	A.	Rs.	A.
Umballa	8	176	94	7	39	10	6	6
Lahore	16	495	54	6	24	2	4	4
Rawalpindí	5	131	80	8	31	12	5	6
Mooltan	4	97	83	0	29	0	4	10

Here again we find, by far the largest numbers in the Lahore circle ; whilst the cost of educating each scholar and the average fee, are highest in Umballa. The Lahore Aided schools are, however, by far the cheapest instead of those of Ráwalpindí, as we found to be the case with Government schools.

The percentage of scholars successful in the Entrance and Middle school examinations, was in Umballa 38 and 11, in Lahore 15 and 11, in Rawalpindi 0 and 18. In Mooltán there are no Aided High schools, from Aided Middle schools 8 per cent. of the number borne on the rolls passed the Middle school examination.

In the Ráwalpindí circle, more especially in the northern districts, youths who have passed the Middle school examination in English readily obtain employment ; and the consequence is, that comparatively few can be induced to complete the High school course and go up for the Entrance examination. It is somewhat remarkable, however, that in the case of both Government and Aided English schools, the proportion of boys borne on the rolls of Middle schools, who complete the course and pass the examination, is higher in this circle than in the others.

No comparison can be made of schools for European and Eurasians.

56. The distribution of schools of different grades for Europeans and Eurasians, is too irregular to admit of comparison by circles of inspection.

Distribution of Vernacular schools and cost of educating each pupil.

57. The distribution of the Vernacular schools, and the cost of educating each scholar are as follow :—

Circles of inspection.	No. of institutions.	No. of scholars on the rolls on 31st March.	Cost of educating each scholar.	
			Rs.	A.
Umballa	43	918	25	5
Lahore	50	1,458	16	6
Ráwalpindí	15	261	20	...
Mooltan	15	265	[illegible]	3

Here, as in both Government and Aided English schools, we find the largest attendance in the Lahore circle, and the highest expenditure on each scholar in the Umballa circle, the cost of education, as in the case of Aided English schools, being lowest in the Lahore circle. The average fee paid by each boy cannot be properly estimated, as agriculturists whose number is not known, are exempted, and should be excluded from the calculation. In proportion to the total number of boys, however, the amount collected is more than two and a half times as great in the Lahore circle, and nearly four times as great in the Umballa circle as in Ráwalpindi and Mooltán.

The percentage of students borne on the rolls who passed the Middle school examination, was as follows :—Umballa 14, Lahore 17, Ráwalpindi 16, and Mooltán 16. In this case therefore, Lahore holds the first place and Umballa the lowest.

SECONDARY EDUCATION FOR GIRLS.

Auckland House Girls' school

58. The Auckland House school at Simla is the only school for the secondary education of girls. It contains 9 pupils. In the previous year there was no Middle department in connexion with this school. The total expenditure was Rs. 1,002, of which Government contributed Rs. 375. The total cost of educating each pupil was Rs. 111-5, and the cost to Government Rs. 41-11. The fees amounted to Rs. 627, or Rs. 69-11 on an average for each girl. The Superintendent proposes to send up some of her pupils to the next Middle school examination, provided they are allowed to take up French instead of Urdú, which is not taught in the school.

CHAPTER V.

PRIMARY EDUCATION.

PRIMARY SCHOOLS FOR BOYS.

Statistics of Primary schools for boys.

59. There has been a satisfactory increase during the year in the number of boys attending Primary schools, and the results of the Primary school examinations compare on the whole very favorably with those of the previous year. The number of schools is 1,524,

against 1,527 in 1879-80; but the number of scholars borne on the rolls has risen from 84,543 to 88,195, and the average attendance from 65,681 to 68,8.2. The total expenditure on Primary schools has fallen from Rs. 4,69,108 to Rs. 4,63,190, and grants from the Provincial revenues have been reduced from Rs. 84,318 to Rs. 72,788; whilst school fees have increased from Rs. 52,960* to Rs. 61,628.

Expenditure on Primary schools.

60. During 1879-80 there was a considerable falling off in numbers, due to causes mentioned in my last report; and there were consequently fewer boys in Primary schools at the beginning of 1880-81, than at the commencement of the previous year. Hence it might have been expected that fewer boys would pass the examinations. There has been, however, a very considerable increase in the number of candidates successful in the Upper Primary school examination, and the number who passed the Lower Primary school examination is larger in proportion to the number of boys on the rolls at the beginning of the year. In the former examination 3,685 boys were successful against 3,205 in the previous year. In the latter 7,110 candidates were successful, or 63 less than in 1879-80. Of boys borne on the rolls of the upper and lower divisions at the beginning of the year, 17·7 per cent. passed the Upper and 11·1 per cent. the Lower Primary school examination, against 15·3 and 10 6 per cent. who were successful in the previous year.

Result of Primary school examinations.

61. There are 209 English Primary schools containing 22,841 scholars, of whom 283 are Europeans and Eurasians, 143 Native Christians, 14,066 Hindús, 6,947 Muhammadans, 1,377 Sikhs, and 25 of other denominations. Of these 120, with 14,306 boys are Government schools; 83, with 8,253 boys are Aided schools for natives; and 6, with 282 boys, are Aided schools for Europeans and Eurasians.

Statistics of English Primary schools.

In all these schools there has been considerable improvement both in the attendance and in the results of the Primary school examinations, whilst a much larger amount has been realised as school fees, and the cost to Government of educating each scholar has been reduced.

Government English Schools.

62. In Government schools, the number of scholars on the rolls has risen from 13,404 to 14,306, and the average attendance from 10,640 to 11,857. In the Upper Primary school examination

Statistics of Government English Primary schools and results of examinations, &c.

* Vide note at page 24.

758 boys were successful against 679 in the previous year, and in the Lower 1,237 against 1,190. School fees have risen from Rs. 25,209* to Rs. 29,771, whilst the expenditure from Provincial revenues has fallen from Rs. 42,803 to Rs. 33,411. The total cost of educating each boy was Rs. 9-3, which is somewhat higher than in the previous year ; but the cost to Government has fallen from Rs. 3-4 to Rs. 2-13. The average amount of fees paid by each boy was Rs. 2-8.

The upper division of these schools, contains two classes ; and the lower division, three classes. If therefore, all the boys were to complete the whole course within the time prescribed, we might expect to find about two-fifths or 40 per cent in the upper division. The teachers however, are frequently less efficient in the lower than in the upper division, and from this cause the progress of the younger boys is sometimes retarded. It is necessary, also, to allow for the fact that on account of sickness and other causes, many boys leave school before they have completed the course. In the case of many schools again, the course of study in the lower division is considerably prolonged by the fact that the boys learn something of Mahájani writing and the native system of accounts. If again there is a large accession of numbers, this will take place of course in the lower division, and therefore reduce the proportion of boys in the upper division. It is immediately after the annual promotions have been made that the upper department contains the largest number of boys ; as many leave during the ensuing year, and few join between the annual promotions. Formerly these promotions were made before the end of the financial year. In future they will be made immediately after its close. This has been the case to some extent on the present occasion ; and the result is that the number of boys in the upper division is less by 285 than at the end of the previous year. The ensuing promotions will more than cover this deficiency. The number of boys in the upper division at the close of the year was 3,830, or 26·7 per cent. of the whole number.

Percentage of passes in the Primary school examinations.

Of boys borne on the rolls in each division at the beginning of the year, 18·4 per cent. were successful in the Upper Primary and 13·3 per cent. in the Lower Primary school examination. The greatest number who could under ordinary circumstances pass the Upper Primary school examination from any school, would be 50 per cent., and the Lower Primary about 33 per cent., but for reasons similar to those mentioned in the last paragraph, such percentages must be exceptional.

* Vide note at page 24.

Aided English Schools for Natives.

Statistics of Aided English schools, results of examinations, &c

63. The number of scholars borne on the rolls of Aided English schools for natives, has risen from 7,641 to 8,253, and the average attendance from 5,494 to 6,477. The upper division contains 1,338 boys, which is less by 143 than at the end of the previous year. In the Upper Primary school examination 254 boys were successful, and in the Lower 461. This shows considerable improvement over the previous year, when 170 boys passed the former and 439 the latter examination. School fees amounting to Rs. 12,900 were collected, against Rs. 10,284 in the previous year. There has been no material change either in the total expenditure or the grants-in-aid, which amounted to Rs. 23,859. The cost of educating each scholar was Rs. 7-9, and the cost to Government Rs. 3. The latter is less by 4 annas than in the previous year. The average amount of fees paid by each boy was Rs. 1-10.

The upper division of these schools contain 16·2 per cent. of the whole number of scholars. Of boys borne on the rolls in each division at the beginning of the year, 17·7 per cent. passed the Upper, and 7·5 per cent. the Lower Primary school examination.

Aided Schools for Europeans and Eurasians.

Statistics of Aided schools for European and Eurasians Results of examinations &c.

64. In Aided schools for Europeans and Eurasians the number of boys has risen from 250 to 282, and the average attendance from 211 to 245. In the Upper Primary school examination 28 boys were successful, and in the Lower 21. In the previous year 6 boys passed the former examination, and 23 the latter. School fees have risen from Rs. 3,752 to Rs. 4,623. There is a slight increase both in the total expenditure, and in the grants-in-aid which amounted to Rs. 13,697. The total cost of educating each scholar has fallen from Rs. 93-3 to Rs. 85-4, and the cost to Government from Rs. 54-14 to Rs. 49-4. The average amount paid as fees by each boy was Rs. 16-10.

Government Vernacular Schools.

Statistics of Government Vernacular schools, results of examinations, &c.

65. The number of Government Vernacular schools is 1,284 against 1,295 in the previous year; but the number of scholars borne on the rolls has risen from 62,649 to 64,564, and the average attendance from 48,950 to 50,221. In the Upper Primary school examination 2,643 boys

were successful against 2,350 in the previous year, and in the Lower 5,371 against 5,541. Of boys borne on the rolls at the beginning of the year 17·4 per cent. passed the former and 11·3 per cent. the latter examination, against 15·8 and 10·2 per cent. in 1879-80. The number of boys in the upper division is 13,801, which is less by 1,337 than at the end of 1879-80. Owing to the fact that a larger number passed out of the school in consequence of success in the Upper Primary school examination than in the previous year, and that a smaller number qualified for admission to the upper division by passing the Lower Primary school examination, a falling off of about 450 in the upper division was to be expected. Had the new arrangement, referred to above, of making no promotions till after the close of the official year, been generally adopted, the number of boys in the upper division at the close of the official year must have been smaller than that shewn in the returns. This arrangement, however, has had effect in a few districts only, and I should have expected to find several hundred more boys in the upper division. Some cause that I do not understand must have been at work ; but as the results of the Upper Primary school examination have been so satisfactory, and the accession to the lower classes so large, the matter is not of much importance.

The race or creed of scholars attending the Government Vernacular schools, and the expenditure in those schools.

Of the 64,564 boys attending these schools, 2 are Native Christians, 32,712 Hindús, 26,017 Muhammadans, 5,782 Sikhs, and 51 belong to other denominations. The expenditure has fallen from Rs. 2,73,535 to Rs. 2,65,716. Fees shew a small increase, *viz.*, from Rs. 13,715 to Rs. 14,334 ; Municipal grants have risen from Rs. 20,776 to Rs. 22,335 ; whilst the expenditure from Provincial revenues has fallen from Rs. 3,908 to Rs. 991, and that from District Funds has been reduced from Rs. 2,33,479 to 2,25,716. The cost of educating each scholar was Rs. 4-4, and the cost to Government 3 pies.

Aided Vernacular Schools.

Statistics of Aided Vernacular schools, &c.

66. Aided Vernacular schools are 31 in number with 790 boys, of whom 37 are in the upper and 753 in the lower division ; 2 boys passed the Upper and 20 the Lower Primary school examination. The cost of educating each scholar was Rs. 6, and the cost to Government Rupee one. No fees were collected.

Comparison of the percentage of passes, of results &c., in the different kinds of Primary Schools.

A comparison of the percentage of passes, of the cost of educating each scholar, and the average fee paid by each scholar in the different kinds of Primary schools.

67. A comparison of the percentage of boys in the upper division, and of the percentage of those in each division at the beginning of the year, who have since then passed the prescribed examinations, will enable us to form a fair estimate of the relative efficiency of the different kinds of Primary schools ; and a comparison of the total cost of educating each boy, of the cost to Government, and of the average fees paid by each scholar, will not be without interest. This will be seen at a glance from the following table :—

	Percentage of scholars in upper division.	Percentage passed Upper Primary school examination.	Percentage passed Lower Primary school examination.	Total cost of educating each boy.	Cost to Government.	Average amount of fees paid by each scholar.
				Rs. A.	Rs. A.	Rs. A.
Government English schools	26·7	18·4	13·3	9 3	2 13	2 8
Aided English schools for natives	16·2	17·7	7·5	7 9	3 0	1 10
" " " for Europeans and Eurasians.	29	35·4	6·4	85 4	49 4	16 10
Government Vernacular schools	21·4	17·4	11·3	4 3	...	...
Aided Vernacular schools	4·7	4	2·9	6 0	1 0	...

Comparison of results of Primary school examinations in Government and Aided English schools.

68. Comparing Government and Aided English schools, it will be observed that the percentage of boys attending the upper division at the beginning of the year, who passed the Upper Primary school examination, is not much lower in Aided than in Government schools. There has been great improvement in this respect since the previous year. The percentage of boys, however, who passed the Lower Primary school examination is still very small ; and there is, I think, no doubt that the inferiority of the lower division, comprising to a large extent Branch schools, is one of the weak points in Aided institutions generally. Want of progress in this lower division, of course, affects the number attending the upper division, and we find accordingly 16·2 per cent. only in the upper division against 26·7 in Government schools,

Comparison of cost of educating each boy in Government and Aided English schools.

69. The total cost of educating each boy is higher in Government than in Aided schools, but the cost to Government is less in the former than in the latter, and is undergoing rapid reduction. The fee is considerably higher in Government schools, but the amount collected increases largely year by year in both Government and Aided institutions.

Comparative efficiency of Vernacular Primary schools.

70. As regards their comparative efficiency, Government Vernacular Primary schools may be said to occupy an intermediate place between Government and Aided English Primary schools. The percentage of boys in the upper division is midway between the two. The percentage of boys borne on the rolls at the beginning of the year, who passed the Upper Primary school examination, is nearly the same as in Aided English schools, but the percentage of those who passed the Lower Primary school examination is considerably higher. Some allowance must no doubt be made for the fact, that owing to the absence of English, the Upper Primary school examination for vernacular schools is easier than that for English schools. The number of boys learning Mahájani and the native system of accounts in the lower division of English schools is proportionately greater than in Vernacular schools, and this tends to prolong the course and diminish the percentage; but the numbers are not sufficient to reduce the latter very materially. On the other hand, Vernacular Primary schools are spread all over the country, many of them in localities most unfavorable for education. This being the case, it is I think, not a little remarkable that the average standard of efficiency should be greatly superior, as it certainly is, to that of Aided English schools, more especially in the lower department, and that it should approach so near to that, which is attained in Government English schools.

Cost of educating each scholar in Government Vernacular schools.

71. The cost of educating each boy in these schools is rather more than half that incurred in Aided English schools, and rather less than half that which prevails in Government English schools. Grants from the Provincial revenues have been almost entirely withdrawn. The average amount of fees paid by each boy is not entered in the table, as it cannot be accurately estimated since agriculturists are exempted from payment. It would be, however, in any case, insignificant for the whole province, though varying greatly in different districts.

Aided vernacular schools.

72. The Aided vernacular schools, 77 in number, are maintained chiefly for low caste boys at Delhi, and a few are for hill boys. It will be seen from the table that the standard of instruction is low, whilst the cost is considerably more than that of Government schools.

Schools for Europeans and Eurasians.

73. In schools for Europeans and Eurasians, the proportion of boys in the upper division is higher than in Government schools for natives. This may perhaps be due in some measure to the fact that many English boys learn more or less before they go to school, which is rarely the case with natives. No general comparison can be drawn from the result of the examinations, which have been recently applied to these schools. The number of candidates successful in the Upper Primary school examination was swollen by boys belonging properly to the Middle schools. In like manner some of the boys who passed the Lower Primary school examination belonged to the upper division, whilst, on the other hand, in some schools the examination had not yet been held. The cost of educating each scholar is comparatively very high; the total cost being more than nine times as great as that incurred in Government English schools, and the cost to Government more than 17 times as great. This is due, of course, to the necessity of employing European or Eurasian masters.

General remarks on English and Vernacular Primary schools.

74. On the whole both English and Vernacular schools are improving; but some districts are much more backward than others, and there are some unpromising schools in every district. One great drawback is the retention of inefficient teachers, sometimes on account of the long service of men who were entertained when a lower standard was expected, sometimes through the difficulty of supplying their place. There is considerable merit in some of these schools, and in the best of them children learn spelling and caligraphy, as is proved by their dictation and copies, much more quickly than English children. Spelling is, no doubt, much easier in Urdú than in English, but the power also of forming the letters neatly seems to be more readily acquired. It is found too that Panjábí children learn to read and write Urdú, quite as readily as natives of the Delhi Division. Even the best schools of course are capable of great improvement. Boys are taught to read with readiness and facility, but rarely with proper emphasis. They learn arithmetic easily; though the best methods of working are not always employed. They point out places on the map; but geography lessons are not made interesting, as they are in these days

by a trained English master of ability. Object lessons are hardly ever attempted. The establishment of the Central Training College will facilitate the improvement of Normal schools for Primary teachers and thus exercise a most important effect in remedying these defects.

Inferiority of the lower division of Aided Primary schools.

75. I have noticed the inferiority of the lower division of Aided schools. The necessity of working up to fixed standards has done much to improve Government schools, and will no doubt produce a similar effect in Aided schools. It is probable, however, that they will not be thoroughly efficient, until it is practicable to require the employment of trained teachers as a condition of the grant-in-aid. This could not be done at present, but it is an object that should be kept steadily in view.

Distribution of English Government Primary schools amongst the circles of inspection.

76. English Government schools are thus distributed :—Umballa circle, 45 schools with 4,333 scholars, of whom 1,053 are in the upper, and 3,280 in the lower division ; Lahore circle, 49 schools with 6,322 scholars, of whom 1,617 are in the upper and 4,705 in the lower division ; Ráwalpindí circle, 10 schools with 1,613 scholars, of whom 515 are in the upper and 1,098 in the lower division ; and Mooltán circle, 16 schools with 2,038 scholars, of whom 645 are in the upper and 1,393 in the lower division.

Comparison of cost of educating each scholar and the average fee paid by each in Government English schools.

77. In the Umballa circle the total cost of educating each scholar was Rs. 8-1, and the cost to Government Rs. 2-1 ; in the Lahore circle the total cost was Rs. 7-11, and the cost to Government Rs. 2-12 ; in the Ráwalpindí circle the total cost was Rs. 8-15, and the cost to Government Rs. 3-14 ; and in the Mooltán circle the total cost was Rs. 6-13, and the cost to Government Rs. 1-1. The average amount of fees paid by each scholar was Rs. 2-1 in Umballa, Rs. 2-5 in Lahore, Rs. 2-2 in Ráwalpindí, and Rs. 1-12 in Mooltán.

Comparison of the percentage of passes in Government English schools.

78. In the Umballa circle 20 per cent. of the number borne on the rolls of the upper division at the beginning of the year passed the Upper Primary, and 9 per cent. of those on the rolls of the lower division the Lower Primary examination : in the Lahore circle 17 per cent. were successful in the former, and 15 per cent. in the latter examination ; in the Ráwalpindí circle in each case 16 per cent. ; and in the Mooltán circle 20 per cent. were successful in the former and 15 per cent. in the latter examination. The Lahore

schools are the best attended ; but those of the Ráwalpindí circle contain the largest proportion of boys in the upper department. The cost of education is highest in the Ráwalpindí and lowest in the Mooltán circle, whilst the highest fee is paid in Lahore. The percentage of passes in the Umballa circle is comparatively high in the upper division, but considerably less than elsewhere in the lower division. On the whole Mooltán shews the largest percentage of successful candidates for the two examinations.

Distribution and comparison of English Aided schools for natives.

79. Of English Aided schools for natives, there are :—in the Umballa circle, 14 with 1,552 scholars, of whom 311 are in the upper and 1,241 in the lower division ; in the Lahore circle, 53 schools with 4,473 scholars, of whom 620 are in the upper and 3,853 in the lower division ; in the Ráwalpindí circle, 6 schools with 1,382 scholars, of whom 223 are in the upper and 1,159 in the lower division ; and in the Mooltán circle, 10 schools with 846 scholars, of whom 184 are in the upper and 662 in the lower division. In the Umballa circle the total cost of educating each scholar was Rs. 8-14, and the cost to Government Rs. 4 ; in the Lahore circle the total cost was Rs. 6-10, and the cost to Government Rs. 2-10 ; in the Ráwalpindí circle the total cost was Rs. 7-4, and the cost to Government Rs. 2-8 ; and in the Mooltán circle the total cost was Rs. 3-10, and the cost to Government Rs. 1-5. The average fees amounted to Rs. 1-14 in Umballa, Rs. 1-8 in Lahore, Rs. 1-15 in Ráwalpindí, and Rs. 1-3 in Mooltán. The percentage of scholars who passed the two Primary school examinations was : in Umballa 18 and 8 ; in Lahore 15 and 6 ; in Ráwalpindí 27 and 9, and in Mooltán 10 and 9.

The attendance is very much higher in Lahore than in the other circles, but the proportion of boys in the upper division is highest in Mooltan, Umballa holding in both cases the same place. The cost of educating each scholar is very high in Umballa, and very low in Mooltán. The highest fee is paid in Ráwalpindí, though that levied in Umballa falls short of it by one anna only. Ráwalpindí holds the first place as regards the percentage of successful scholars.

Distribution and comparison of Government vernacular schools.

80. Government Vernacular schools are thus distributed :—Umballa circle, 331 schools with 14,633 boys, of whom 2,670 are in the upper, and 11,963 in the lower division ; Lahore circle, 554 schools with 27,102 scholars, of whom 5,786 are in the upper, and 21,316 in the lower division ; Ráwalpindí circle, 209 schools with 12,908

scholars, of whom 3,229 are in the upper, and 9,679 in the lower division ; Mooltán circle, 190 schools with 9,921 scholars, of whom 2,116 are in the upper, and 7,805 in the lower division. The total cost of educating each scholar is noted below :—Umballa Rs. 5-2, Lahore Rs. 4-1, Ráwalpindí Rs. 3-5, Mooltán Rs. 4-7. From the Umballa circle 17 per cent. of the number on the rolls passed the Upper Primary school, and 9 per cent. the Lower Primary school examination ; from the Lahore circle 21 per cent. the Upper and 12 per cent. the Lower ; from the Ráwalpindí circle in each case 13 per cent. ; and from the Mooltán circle 15 the Upper and 11 the Lower. Here again the numbers are far higher in Lahore than in the other circles. Ráwalpindí, however, has the largest proportion of boys in the upper division. The cost of education is highest in Umballa, and lowest in Ráwalpindí. The average fee cannot be calculated, as agiculturists are, as I have already explained, exempted from payment. In proportion to the number of boys, however, the fees collected in Mooltán are half those of the Ráwalpindí circle, one-fourth of those collected in the Lahore circle, and one-sixth of the fees paid in the Umballa circle, where special efforts have been made in several districts to raise the amount. With reference to the results of examinations, Lahore stands first ; whilst the Umballa circle holds the second place, as regards the percentage of boys, who have passed the Upper Primary school examination, but stands last as regards the Lower Primary school examination.

FEMALE PRIMARY SCHOOLS.

Statistics.

81. There are now 322 Female Primary schools or 6 less than at the end of the previous year, whilst the number on the rolls has risen from 9,557 to 9,686, and the average attendance from 7,359 to 7,397. The total expenditure has fallen from Rs. 1,19,883 to Rs. 1,18,893, whilst grants from Provincial revenues amounted to Rs. 39,683, against Rs. 41,346 in the previous year.

Schools for European and Eurasian Girls.

Statistics.

82. English schools for European and Eurasian girls are 9 in number. One is a small Government school at Gujránwála with 14 children on the rolls at the close of the year. Aided schools are 8 in number, containing 495 girls, with an average attendance of

410. In 1879-80 there were 9 schools with 461 girls, and an average attendance of 411. There are 112 girls, or 22·6 per cent. of the total number, in the Upper division, against 88 in the previous year. In schools for European and Eurasian boys it may be remembered 29 per cent. are in the Upper division. Thirty girls passed the Upper Primary and 55 the Lower Primary school examination, which was applied to these schools for the first time during the year under report. The girls, 110 in number, attending the female schools in Lahore, however, have not yet undergone these examinations. The total expenditure has risen from Rs. 41,484 to Rs. 42,155, and Government grants from Rs. 20,853 to Rs. 21,153, whilst the total cost of educating each pupil has fallen from Rs. 92-10 to Rs. 85-8, and the cost to Government from Rs. 46-9 to Rs. 42-14. The total cost therefore was nearly the same as in boys' schools, where it amounted to Rs. 85-4, the cost to Government being Rs. 49-4. On the whole these schools are making steady progress.

English Schools for Native Girls.

83. There is one Aided Mission school at Lahore. This institution is of great importance, as it aims at teaching eventually to the Entrance standard, and it is on these grounds that the present rate of expenditure, which is exceptionally high for a native Primary school, can be justified. This school has not yet undergone the Primary school examination. There is a school at Amritsar of a similar character, which does not yet receive a grant-in-aid. It has been provided with a very fine building ; and application has been made for a monthly grant.

Government Vernacular Schools for Native Girls.

84. Government Vernacular schools for natives are 150 in number, being 2 more than in the previous year. The number of girls on the rolls is 3,930, or slightly less than at the close of the previous year. The average attendance was 3,145, which is somewhat higher. The Upper division contains 185 girls. 4 passed the Upper Primary school examination, and 50 the Lower Primary school examination. In the previous year 4 girls were successful in the Upper and 6 in the Lower examination. The total expenditure on these schools was Rs. 17,742, which does not differ materially from that of the preceding year. Government grants have been reduced from Rs. 2,558 to Rs. 2,164, and there has been a similar increase in grants made by

Statistics &c.

Municipalities, which amounted to Rs. 6,590. District funds contributed Rs. 8,646. The total cost of educating each child was Rs. 4-6, and the cost to Government eleven annas.

Primary schools of the Jullundur district.

85. The most promising of the Government Vernacular schools are those in the Jullundur district, which have shewn considerable signs of improvement, since they were thrown open to inspection a few years ago. They are now 47 in number, and they contain 1,443 girls, of whom 68 are in the Upper division. They sent up candidates to the Lower Primary school examination for the first time during the year under report, and 41 were successful. These schools will of course bear no comparison with those for boys; and many of the teachers are under-paid and inefficient. Nevertheless a satisfactory beginning has been made at last. The state of stagnation, that has endured so many years, is, I trust, a thing of the past; and it seems quite possible, that with the exercise of a little energy, a system of primary education for girls may be developed in this district, not inferior to that which already exists for the boys.

Schools in the Siálkot and other districts.

86. The Siálkot district contains 35 schools with 783 girls. They are, however, under the charge of a native Superintendent, who is totally incapable, and consequently make no progress. Ludhiána contains 20 schools, which seemed to promise well, but 6 girls only have been successful in the Lower Primary school examination. The remaining Government schools are irregularly distributed, but no district contains more than 8. The introduction of the industrial element in girls' schools is an important matter, and a successful effort to teach lace-making has been made by the wife of the late officiating Deputy Commissioner of Ferozepore, a lady who for some years past has devoted much of her time to female education.

Aided Vernacular Schools for Girls.

Statistics.

87. There are 162 Aided Vernacular schools, or 5 less than at the end of 1879-80. The number on the rolls, which is 5,212, is greater by 183, whilst the average attendance amounting to 3,778, is somewhat less than in the previous year. 46 girls are in the Upper division. The total expenditure was Rs. 53,242, against Rs. 55,000 in the previous year, whilst grants from the Provincial revenues amounted to Rs. 15,206, against Rs. 16,620 in 1879-80.

88. The Aided Vernacular schools are very expensive as compared with Government Vernacular schools. The total cost of educating each girl was Rs. 10-6, and the cost to Government Rs. 2-15; whilst in Government schools, it will be remembered, the total cost was Rs. 4-6, and the cost to Government eleven annas. Both the total cost and the cost to Government are indeed higher than in Government English schools for boys. A very objectionable practice of giving children pice to induce attendance, prevails in many of these schools; and in some of them the expenditure is very extravagant in comparison with the results. A considerable number are not open to inspection; and in those that can be inspected, no systematic attempt has been made to prepare the children for examination. Not a single girl has passed the Upper Primary school examination; and 5 only have been successful in the Lower Primary school examination.

Aided Vernacular schools expensive as compared with Government schools.

89. Amongst these institutions are included:—Zanana classes, of whose progress the department is unable to form an estimate; Mission schools at Delhi, Lahore, Amritsar, and other cities; schools at Amritsar and Lahore under the management of committees, composed chiefly of native gentlemen and superintended by English ladies; and schools under the patronage of Bedí Khem Singh, in the Ráwalpindí and Jhelum districts. Some of the Mission schools are under the management of ladies, who are zealous in the cause, and no doubt exercise a good influence, and who also encourage the teaching of needle-work &c. At the same time the number of girls who learn the elements of reading, writing, and arithmetic is very small, much smaller than might reasonably be expected,—much smaller indeed than in the far less expensive Government schools of the Jullundur district. The Amritsar schools, under the management of the committee, and the superintendence of the Lady Superintendent of the Normal school, are now taught chiefly by women, and are no doubt useful. I do not believe, however, that these or any other schools can be brought into a thoroughly satisfactory condition, till they are thrown open to regular and systematic inspection, and this I trust may be arranged shortly. The schools under the patronage of Bedí Khem Singh remain in the condition that has been frequently described in previous reports. They are maintained from public funds; though some nominal expenditure from other sources is entered in the returns. This is supposed to represent the value of presents in the shape of food given by parents

Remarks on Aided Vernacular schools, and their description.

to the teachers. There have always been serious irregularities in the management of the finances, but the teachers in the Jhelum district, at all events, now appear to get their pay regularly.

CHAPTER VI.

SCHOOLS FOR SPECIAL AND TECHNICAL TRAINING.

Mayo School of Industrial Art, Lahore.

Statistics.

90. The Mayo school of Industrial Art contains 50 scholars, or 5 less than at the close of 1879-80. The average attendance as in the previous year was 43. The expenditure, which was paid entirely by Government, amounted to Rs. 12,591, and the cost of educating each scholar to Rs. 273-11.

Subjects taught in the school.

91. All the scholars learn drawing and geometry, and 25 of them learn the Urdú language; 25 learn carpentry, 4 moulding, 4 wood engraving, 3 lithography, 6 gesso-work, and 6 decoration.

The influence of the school and the difficulty against which it has to contend.

92. One great difficulty against which the school has to contend, is the absence of any prospect of lucrative employment for the students, sufficient to induce the more ambitious class of young men to join. Sometimes a feeling of despondence has been manifested; and the Principal remarks, that the salaries paid in public offices to men, who are just capable of tracing a drawing, are naturally looked at with envy by youths, who are not only taught to draw, but made to handle the tools and materials used in practical work. The tone and feeling in the school have improved; but there is still a lack of that enthusiasm and love of the work for its own sake, that are common in European schools of Art. The influence of the school is widely extending by means of the suggestions and designs that are supplied. A large number of richly embroidered pardahs were made at Amritsar for the Mahárájá Dalíp Singh, from designs drawn in the school. Designs have been supplied also to Ghulám Rasúl, a Koftgar at Gujrát. For Mr. Watson at Bombay, who is a large exporter of Indian art objects, a silver vase is being made in Cutch, and carpets are being manufactured at the Industrial schools at Qasúr and at

Hoshiárpur, from designs supplied by the school. Sketches have been made also for the ivory and wood inlay of Hoshiárpúr. The Female Industrial school at Delhi has been assisted in lace work with designs or general suggestions. The Principal makes it a point, when consulted by any workman, to aid him with suggestions and sketches, and to show him examples, just as freely as if he were a regular student of the school. The connexion with workmen into which he has been brought by transmitting orders to them, and by purchasing articles for exhibition and for amateurs, has been of service in this respect.

Things made for the Afghan ball, the Lieutenant Governor, and the Lahore water works.

93. The Afghán ball and the Viceregal darbár gave an opportunity for some decorative painting which was freely and rapidly done on shields and banners, and was highly appreciated. For His Honour the Lieutenant Governor, a series of the arms of the Punjáb Chiefs was drawn and coloured ; and for the opening of the Lahore water works, a massive silver Engine key in deeply chiselled work was undertaken.

The school should get something to do of a public and permanant sort.

94. Designs for a drinking fountain were submitted to the Public Works Department, and the Principal believes, that to entrust the school with the details of some permanent work of this character, would have a great effect on its progress and reputation. The school has been most successful in work executed for private persons, and in public work of a temporary nature ; and it is most desirable that it should have something to shew of a public and permanent sort.

Carpentry class.

95. As regards the carpentry class, the Principal complains of a desultory habit of work, an inclination to slip away, and easily diverted attention. On this point, the experience of the gentlemen in charge of the Railway workshops coincides with his own. Owing to this tendency, to the general preference for drawing over mechanical labour, and to the fact that the youths under instruction in the carpentry class, spend half their time in drawing, and that their work is to some extent experimental,—things that would pass in a regular workship being altered and revised,—production is somewhat slow, and does not always keep pace with the expectations of those for whom the work is executed. In neatness and finish, however, and increased appreciation of the rules of wood construction, considerable progress has been made.

96. The progress of the wood engraving class has, the Principal states, been but slow. The work is minute and tedious, and in spite of all his efforts, the men shew a strong inclination to fall into a dawdling way and to "nurse" work. This is a serious hindrance in a branch where work should be done in a given time.

Wood engraving class.

97. Mr. Kipling found the visit of Mr. C. Purdon Clarke, special officer of the Science and Art Department, of some service, as a proof that the notions on which he chiefly insists are really held by authorities on art in England, and are not, as some of his men have seemed inclined to think, an eccentric personal preference on his part for Oriental art over the bad European art some would like to learn. Mr. Clarke gave some valuable hints, and commissioned the Principal to have prepared for the India museum at South Kensington a large piece of wall painting copied from Wazír Khán's mosque, specimens of the School of Art gesso-work, and geometric wood panelling, and a carpet from the Hoshiárpur Industrial school after one of the School of Art drawings. These are in hand, and will be shewn at the Punjab Industrial Art exhibition.

The visit to the school of Mr. C. P. Clarke, special officer of the Science and Art Department.

98. One advanced student, a young carpenter, who has learnt drawing, has left during the year, and is now in a good situation as overseer. Another, also a carpenter, has joined Captain Cole's Archæological Survey staff.

Two students, carpenters, obtained situations during the year.

99. During part of the year a ladies' class was held twice a week, where painted studies from the life, drawing from the cast, and a little decorative work were done. Mr. Kipling hopes that in the new school, where there will be better light and more facilities, the operations of this class will be extended. Apart from the value of artistic study to the ladies themselves, he has noticed that their attention and care for their work have a good effect on the advanced students, whose worst mental fault seems to be a tendency to a cynical and careless indifference.

Ladies' class for painting from life, drawing from the cast, &c.

100. The Principal gives a very modest account of the work of his school; but it will be seen that its influence on the Art manufactures of the Province is gradually spreading in various directions, and that it tends to counteract the tendency so often deplored, to debase Oriental Art by the introduction of inferior designs of European origin.

The influence of the school on the Art manufactures of the province.

Presents received from the Science and Art Department.

101. The Science and Art Department has presented the school with a set of its publications, etchings from objects in the South Kensington museum, chromo-lithographs, illustrated catalogues &c., in all, including pamphlets, 77 volumes. These, with the forty electro-type examples of ancient Goldsmith's work presented to the museum, will be most valuable for reference and suggestion, and the school is greatly indebted to the South Kensington authorities.

New School of Art building.

102. The building for the new School of Art is making rapid and most satisfactory progress, and the lower storey will be ready to be used for the exhibition of Punjab arts and manufactures, to be held next winter.

MEDICAL SCHOOL.

Statistics.

103. The Government Medical School in Lahore, contained at the close of the year under report 115 students, 53 in the English and 62 in the Vernacular department, and the average daily attendance was 127. The total expenditure was Rs. 53,810; out of which Government contributed Rs. 52,339; Municipal Funds Rs. 1,437; and Rs. 34 were met from other sources. The total cost of educating each pupil was Rs. 395-10, and the cost to Government Rs. 384-13.

Result of examinations.

Eleven students of the English department went up for the first examination, and 7 for the final examination in medicine, held by the Punjab University College. Of these 7 were successful in the former, and 5 in the latter examination. 33 candidates of the Vernacular department appeared at the examination prescribed for the rank of Hospital Assistants and native doctors, and 26 were successful.

NORMAL SCHOOLS FOR MASTERS.

104. There are four schools for masters as before. Three, at Delhi, Lahore and Ráwalpindí, are Government Institutions; and one, at Amritsar, is aided.

Government Normal Schools.

Statistics.

105. Owing to the transfer of the higher class to the Central Training College, the number of students borne on the rolls of the Government Normal schools, has been reduced from 233 to

168. The total expenditure was Rs. 15,267, to which Government contributed Rs. 2,972. The total cost of educating each scholar, was Rs. 79-15, and the cost to Government Rs. 15-9. In the examination for certificates of the Government Normal school students, one obtained a certificate of the first grade, and 20 certificates of the second grade, qualifying for the charge of Middle schools; and one obtained a certificate of the third grade, and 37 certificates of the fourth grade, qualifying for the charge of Primary schools. In the previous year, one certificate of the first grade, 16 of the second, 7 of the third, and 67 of the fourth grade, were awarded.

Result of examination for certificates.

106. The Delhi Normal school contains 52 students, the Lahore school 90, and the Ráwalpindí school 26 students. Of the certificates awarded, one of the first, 10 of the second, and 14 of the fourth, were gained by Delhi; 8 of the second and 12 of the fourth, by Lahore; and 2 of the second, one of the third and 11 of the fourth, by Ráwalpindí. In future these Institutions will afford training to men destined to become teachers in Primary schools. Teachers of a higher grade will be required to attend the Central Training College.

No. of students in Government Normal schools, and the result of examinations.

107. In the Ráwalpindí Normal school, considerable difficulty has been experienced in obtaining suitable candidates, especially from the Frontier districts. During the war young men with the education of a village schoolmaster could, the Inspector states, command salaries of not less than Rs. 25 per mensem, and many found opportunities of taking remunerative contracts, or obtaining employment as agents. The high prices that have prevailed for some time past tend to keep back candidates; as some of the men who attend the Normal school must make remittances to their families when they are away from home, and for this the stipends allowed them are now insufficient. If the present state of things were to continue, it would be necessary probably to raise the pay of Vernacular school teachers generally in the Ráwalpindí circle; but the condition of the money market has been so exceptional, that it would not be advisable to make a change at present.

Difficulty of obtaining suitable candidates in the Ráwalpindí Normal school.

Aided Normal School.

108. The Christian Vernacular Education Society's Aided Normal school at Amritsar, has remained during the year under the able management of Mr. Rodgers, who has now proceeded on leave

Christian Vernacular Education Society's Aided Normal school for masters.

to Europe, his place being taken by Mr. E. Keyworth. It contains 35 scholars, or 5 more than at the end of the previous year. The total expenditure was Rs. 9,740. The Government grant amounted to Rs. 2,575. The total cost of educating each scholar was Rs. 314-3, and the cost to Government Rs. 83-1. These rates are very high, as compared with those that prevail in Government Normal schools. The Inspector considers the students expert in Mathematics, but not so well advanced in general knowledge. 17 students learn English. A practising or Model school is attached to the Normal school, which is well managed, and furnishes a large fraction of the Normal school students. There is, the Inspector observes, a want of school appliances both in the Normal school itself and in the Model school attached to it. It is proposed to arrange for the examination of the students of this institution by the same standard as that to which students of the Government Normal schools are subjected.

NORMAL SCHOOLS FOR MISTRESSES.

109. The number of Normal schools for mistresses is the same as in the previous year. One is for Europeans, and four are for Natives.

Aided Native Schools.

Statistics.

110. The schools for native mistresses are at Delhi, Lahore, Amritsar, and Jullundur.. The number borne on the rolls is 203, and the average attendance was 151. The expenditure was Rs. 14,887 ; Government grants amounted to Rs. 12,626. The total cost of educating each scholar was Rs. 183-13, and the cost to Government Rs. 155-14. There is an apparent falling off in numbers. This, however, is due to the fact noticed in my last report, that the Superintendent of the Jullundur school had included amongst the Normal school scholars, the girls attending a Primary school attached to it.

Normal school for mistresses at Delhi.

111. The Normal school for natives at Delhi is under the management of the S. P. G. Mission. The school is in two departments, Muhammadan and Hindú. The former has made fair progress, but the latter is considered by the Inspector to be almost worthless.

112. The Normal schools for native mistresses at Lahore and Amritsar, are under the management of Committees composed chiefly of native gentlemen. They receive special grants from Government, which defray nearly the entire cost of these Institutions. They have not hitherto been open to inspection, but the native Committee of the Lahore Normal school have agreed, that this Institution shall be open to the visits of the Inspector and the Director of Public Instruction in future; the Muhammadan women, however, remaining behind a purdah. The women attending the school petitioned that such visits might be made. In both these schools are three divisions, an Urdú, a Hindí, and a Gurmukhí section. In the Lahore school there are 76 students. The Inspector considers, that the Lady Superintendent has taken great pains to set her school to rights outwardly, and to introduce order and method, and expresses his conviction, that when she is a little more able to scrutinize and take part in the work, the school will be found to fulfil very well its high mission. A written examination of the Amritsar Normal school was held by the Committee in December last, and the women were reported to have done well. It is to be hoped, that this Institution also may be brought under the influence of regular inspection.

Normal schools for mistresses at Lahore and Amritsar.

113. The Jullundur Normal school contained 8 pupils. It will not again be shown as a Normal school, as it has been determined to give up the attempt to train female teachers, and to maintain the school as an upper department of the Primary school attached to it.

Normal school at Jullundur.

Aided European School.

114. The school for European mistresses is at Delhi, and is maintained by the S. P. G. Mission. It aims at training teachers for Zanána work. It contains 5 scholars, the number borne on the rolls at the close of the previous year. The total expenditure was Rs. 2,137, of which Government contributed Rs. 360. The total cost of educating each scholar was Rs. 427-6 and the cost to Government Rs. 72. There has been a very large increase in the total expenditure, though the Government grant was the same. The Inspector reports, that two of the scholars have passed for certificates; but he notices that caligraphy in the Persian and Deva Nágrí characters, had been wholly neglected.

European Training school at Delhi.

INDUSTRIAL SCHOOLS.

Statistics.

115. There are three industrial schools, one at Delhi for women, and two for men, at Hoshiárpur and at Qasúr in the Lahore district.

Aided Female Industrial school at Delhi.

116. The Female school at Delhi receives a grant in aid from Government. It is not open to inspection. Instruction is given in lace-making, and various kinds of work. It is under the S. P. G. Mission, and contains 28 women.

Aided Industrial schools at Qasur and Hoshiarpur.

117. The Industrial schools at Hoshiárpur and Qasúr are Government schools, under the management of the local authorities. They contain 32 and 53 pupils respectively. They involve no expense to Government, and seem to be doing excellent work at a small cost. The aim of both is to improve the indigenous industries by the employment of the most skilled workmen as teachers. In both, the scheme includes weaving of all kinds, carpentry, printing, and leather work. Small stipends are given to the pupils, who are thereby induced to leave their homes, where they return after a course of training to disseminate an improved form of skill among their fellow craftsmen.

CHAPTER VII.

SCHOLARSHIPS.

Scholarships Tenable—

In the Lahore Government College.

118. Government scholarships tenable by College students were formerly awarded in accordance with the results of the examinations of the Calcutta University. They are now determined by the results of the corresponding examinations of the Punjab University, a scholarship being conferred on one out of every four of the students, who are successful in the Entrance and Proficiency examinations. This rule has not yet been applied to Vernacular students, but will

come in force, as regards the Vernacular Entrance examination, in 1882. Scholarships are awarded also by the Punjab University College to students who are successful in the examinations of that Institution.

In the Central Training College.

To the English department of the Central Training College 15 scholarships are allotted : 5 senior scholarships of Rs. 20 per mensem, and 10 junior of Rs. 10. To the Vernacular department 30 scholarships are allotted, each of Rs. 9 per mensem. These stipends, like those attached to Normal schools, may be regarded rather as salaries than as ordinary scholarships:

In District Schools.

Government scholarships awarded by the Department are determined, with a few special exceptions, in accordance with the results of the Middle school examination, and are conferred on boys about to join English and Vernacular High schools.

Scholarships awarded by—

District and Municipal Committees.

119. District and Municipal Committees can award scholarships not exceeding Rs. 3 per mensem, and tenable in Middle schools, to boys who have passed the Upper Primary school examination.

Special Scholarships.

120. Special scholarships are allowed to boys attending the Anglo-Arabic school at Delhi. These are paid from the proceeds of the endowment by which the school is maintained.

Expenditure on Scholarships—

In the Lahore College.

121. During the year Rs. 11,567 were expended on scholarships held by students of the Lahore Government College. Of this sum Rs. 4,862 were charged to Provincial revenues, Rs. 5,949 were contributed by the Punjab University College, and the balance was paid from other sources.

In the School of Art.

In the Mayo School of Industrial Art, Rs. 1,671 were expended.

In Government English schools.

The amount expended on scholarships held in Government English High and Middle schools was Rs. 24,052, of which Rs. 12,568 were paid from Provincial revenues; Rs. 8,770 were contributed from District funds; and Rs. 1,708 by Municipalities. In Primary English schools, Rs. 3,618 were expended, chiefly by District Committees on scholarships awarded to boys, who had completed the Primary course in Vernacular schools.

In Government Vernacular schools.

In Government Vernacular High and Middle schools, Rs. 14,844 were expended, of which no less than Rs. 13,020 were paid from District funds. In Primary and Female schools the expenditure was insignificant.

In Government Normal schools.

In Normal schools Rs. 12,582 were expended, contributed chiefly by District Committees.

In all Government schools.

The total expenditure on scholarships held in Government schools was Rs. 55,967; of this Rs. 15,537 were paid from Provincial revenues; Rs. 35,144 from District funds; Rs. 3,541 from Municipal funds; and the balance from other sources.

Scholarship holders in Government schools.

122. In Government schools the majority of scholarship-holders are students who, after completing the course of study to the standard prevailing in a school near home, are granted scholarships, with the view of aiding them in meeting the comparatively heavy expenditure, entailed by continuing their studies in a school of a higher class elsewhere.

In Aided schools.

123. In Aided High and Middle schools Rs. 3,248 were expended; in Primary schools Rs. 1,823, in Normal schools Rs. 2,884; and in Female schools Rs. 3,364. On the whole the expenditure amounted to Rs. 11,319, of which Government paid Rs. 3,424, District Committees Rs. 1,291, and Municipal Committees Rs. 2,630; the sum of Rs. 539 was paid out of fees, and Rs. 3,435 from other sources.

In the Medical school.

Rs. 13,294 were expended on scholarships in the Lahore Medical School, out of which Government contributed Rs. 8,544 ; Municipal funds Rs. 2,493 ; endowments Rs. 316 ; and Rs. 1,941 were paid from other sources.

CHAPTER VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

124. During the year 46 students left the Government College, exclusive of two who subsequently rejoined. Of these, 12 have obtained employment on salaries varying from Rs. 20 to Rs. 90 per mensem, the average being Rs. 38. Two hold appointments in the Educational Department, one is Head Master of a Mission school, three are employed in the Punjab Northern State Railway, one in the Sindh, Punjab and Delhi Railway, two in the Forest Department, one in the Central Jail at Lahore, one in a native State, and one in a merchant's shop. Of the remainder, three have become Mukhtars, and five Pleaders ; two are preparing for Pleaderships, two have obtained employment as Editors of native papers, one is an apprentice in an office, nine have joined the Central Training College recently established, one the Medical school, and two the Law classes, two are preparing for examinations, one is dead, and the occupation of six is not known.

125. Sixteen students of District schools and 6 of Mission schools discontinued their studies after passing the Entrance examination of the Calcutta University or Punjab University College. Of these eight obtained employment, three, who passed in the Vernacular, on salaries of Rs. 9 or Rs. 10, and five, who passed in English, on salaries averaging Rs. 17 per mensem. Seven out of the eight are employed as teachers of junior classes.

126. Of students who left District schools, without passing the Entrance examination, 81 have obtained appointments on salaries of the average value of Rs. 11-12-2 per mensem. Of these 22 are employed in schools, 17 in the Civil department, and 42 in other departments.

127. Of students of Vernacular schools who have not passed the Entrance examination, 286 have obtained employment on salaries averaging Rs. 9-2-10. Of these 79 are in the Civil department, 118 are employed as teachers, and 89 are in other departments.

128. The number of appointments obtained by students was much smaller than in 1879-80, when 17 College students were employed on salaries averaging Rs. 51, 16 students of District schools who passed the Entrance examination in English, were employed on salaries averaging Rs. 30, and 16 who passed in the Vernacular, on salaries averaging Rs. 13-6-0, whilst of scholars who left District schools without passing the Entrance examination, 136 obtained employment on salaries averaging Rs. 16-10-2, and of those who left Vernacular schools, 443 obtained appointments on salaries averaging Rs. 12-5-7.

129. A number of College students and of young men who passed the Entrance examination of the Punjab University College in the Vernacular, have joined the Central Training College, which accounts for the smaller number of appointments obtained in their case. The Entrance examination of the Punjab University College was held later in the year, and hence young men, who left District schools, had less time to look out for employment before its close. The falling off in other cases is due probably to the cessation of the war, which caused a large demand for youths of some education to fill subordinate posts of various kinds.

130. In this province a man who has received a good English education can always obtain employment. A graduate of a University has of course a better chance of obtaining a good appointment than a young man who has not received a College education. A student, however, who has the opportunity of obtaining employment deciding on passing the Entrance examination, cannot calculate with any certainty on obtaining a better position at the expiration of a College course of four years. Owing to this fact, and to the circumstance, that the students are often married, and that some pressure is put upon them by their families, to induce them to seek their own livelihood, comparatively few would be ready to accept a University education without some assistance in the shape of scholarships. Similar causes induce many youths to leave school before they have passed the Entrance examination. At Peshawur and Ráwalpindi, and in some other districts, a young man, who has passed the Middle school examination in English,

readily obtains employment ; and the consequence is, that it is very difficult to induce students to complete the High school course. The prosperity of the frontier schools was seriously affected during the war by the drain caused on them in consequence of the demand for the services of young men with some education. The school which suffered most in this way was the District school at Kohát ; and there the numbers have already, since the conclusion of the war, increased beyond precedent.

131. As regards Government offices, on the Vernacular side, I am inclined to agree with Mr. Pearson, Inspector of the Rawalpindi circle, who records his impression, that the better class of appointments are reserved for the hereditary official class, some of whom get their education in Government and Aided schools, English and Vernacular ; though the fact of having passed certain examinations will not often be a sufficient recommendation in itself. On the other hand, inferior places of various kinds are open to any one who can pass the Middle school examination.

132. Some years ago the Middle school examination was fixed as the standard to which all candidates for employment in the public service in appointments carrying a salary of not less than Rs. 25 per mensem, were required to attain This rule was introduced somewhat suddenly, and it was made to apply to men already in the service who sought promotion. It was found impossible to observe the rule in practice, and it was accordingly rescinded. I think it probable, that if the rule had been made prospective, and a notice of several years had been given, the hereditary official class would have taken care in all cases that their sons should be educated up to the required standard. It seems to me to have been the sudden and unexpected imposition of so comparatively high a test, that caused the difficulty. An examination of a lower standard has now been adopted, and has been made applicable to all appointments to which salaries of not less than Rs. 15 per mensem are attached. This examination does not include History or Geography or Mathematics, and may somewhat affect the number of candidates for the Middle school examination ; but the knowledge of Arithmetic, Urdú and Persian that is required, will probably induce parents to send their sons to good schools, where other subjects are studied. This is, I believe, the general practice with the official class in most branches of the public service ; when it becomes so in all, there will be no difficulty in enforcing a more comprehensive educational test.

CHAPTER IX.

BOOKS.

Text Book Committee of 1877.

133. In 1877 a Standing Committee was constituted for the purpose of considering what books should be recommended for the use of schools and Colleges, and supplied to the libraries of Government Educational Institutions. Owing to the transfer of several of the members originally appointed, it has been thought necessary to re-constitute the Committee, which will now deal with both English and Vernacular books, and whose special function it will be, to consider how the instructions of the Supreme Government, conveyed in a resolution that has lately been issued on this subject, can best be carried into effect. Eight members of the new Committee have been appointed by the Punjab Government, and the Senate of the Punjab University College has been requested to nominate an equal number. Some months ago, the Executive Committee of that Institution, passed a resolution recommending the appointment of eight gentlemen as members of the Committee, but the question has not, I believe, up to the present time been brought before the Senate.

English Readers compiled by Messrs. Sime and Pearson.

134. The most important work of the past year has been the completion of the English Readers, compiled at the request of the late Committee by Mr. Pearson and Mr. Sime, and the preparation of revised selections from Persian authors for the use of Middle schools. One of the English Readers was published during the year, the other after its close. The Department is much indebted to Mr. Sime and Mr. Pearson for the trouble they have taken in carrying out this work. Mr. Sime was good enough, also, whilst on furlough, to write an elementary work on Mensuration for the use of Primary schools, which has been translated by Lálá Bhairon Pershád, B. A., and will, I hope, be shortly ready for publication. Since his return to India, Mr. Sime has kindly undertaken to superintend the preparation of a revised treatise on arithmetic, based on that already in use, and divided into sections, specially adapted to the several standards followed in the Department.

Readers. Persian series.

135. The Persian series was entrusted to a Committee consisting of ten native scholars of ability, who are employed in the Department, and great care was taken to ensure accuracy of text.

I am greatly obliged to these officers for the result of their labours. Measures are now in progress for supplying the proper vowel marks to each book in the series. It is proposed also to prepare copious notes and vocabularies. As this will involve a great amount of labour, I have thought it desirable, in the first instance, to request Inspectors, after consulting the best Persian scholars in their respective circles, especially those employed in actually teaching the books, to submit a report as to any changes in the selections that may be deemed advisable. A carefully graduated series of selections from Persian literature, supplied with vowel marks, notes, and vocabularies, will, I hope, be found of use to students of Persian generally.

New books published during the year.

136. In addition to the works above mentioned, the following new books were published during the year :—Revised selections from the Gulistán and Bostán ; the Fourth Urdú Reader, Vernacular series, (of which an English edition had been previously published) ; Urdú edition of the Chemistry Primer : English Primer, full edition ; Arabic course for the 4th class of High schools ; Hidáyat-un-nahv, abridged ; translation of Dr. Cuningham's Sanitary Primer, by Dr. Rahím Khán; Punjab copy slip No. 7.

Important reprints issued during the year.

137. Of the reprints issued during the year, the following are the most important :—

		No. of copies.
1.	Qá'ida-i-Urdú	80,000
2.	Urdú ki pahli kitáb	20,000
3.	Urdú ki dúsrí kitáb	15,000
4.	Urdú ki tisrí kitáb	15,000
5.	Fársi ki pahli kitáb	10,000
6.	Fársi ki dúsrí kitáb	10,000
7.	First two Chapters of Gulistán	5,000
8.	Zubdat-ul-Hisáb, Part I	5,000
9.	Qawá'id-i-Urdú	2,800
10.	Mashq-i-Nasta'líq, Part II.	2,800
11.	Inshá-i-Urdú Shikasta...	2,800
12.	Misbáh-ul-Masáhat, Part I.	2,800
13.	Ditto Part II.	2,800
14.	Rusúm-i-Hind	2,800

15.	Mufid-ut-Tálibín	700
16.	Majális-un-Nisá, Part I.	700
17.	Jughráfiya-i-Hind, Part I.	2,800
18.	Tadrib-ut-Tulláb	700
19.	Masdar-i-Faiyúz	2,800

Insufficient supply of books in the Depôt.

138. For some time past there have been great complaints from District Inspectors, Head Masters of District schools and private booksellers, that they cannot obtain the books they require. The Curator observes, that this insufficient supply of books is due, solely to the system of including all charges of the Institution in the annual budget, which is sometimes cut down in the office of the Accountant General. A system of allowing advances to be drawn to the extent required, and recouped by the sale of books, salaries only being provided for in the budget, has worked very successfully in the Madras Presidency during the last ten years, and the Curator advocates its introduction in the Punjáb. There is no doubt that the inconvenience complained of is due to a considerable extent to the existing system; but there has been some want of energy in meeting the difficulty. An addition has been made to the number of presses and the establishment employed; but this would have been insufficient in itself to enable the Department to meet the present demand. As I was not altogether satisfied with the manner in which the Press was managed, and found it impracticable without a radical change to get the necessary reforms carried out, I placed it at the close of the year under the immediate superintendence of the Head Translator, who has since been appointed to officiate as Curator during the absence of that officer on leave. He now informs me, that by working overtime, some of the presses are able to turn out double as much work as before, whilst in all a considerable increase has been effected. A certain number of books, those especially where nicety of execution is of less importance, have been entrusted to private presses; and it is hoped that in the course of a few months, the Depôt will be in a position to meet fully all the demands that are made on it.

Printing by plates prepared by means of photozincography the most economical.

139. As I observed in my last report, the most economical plan that can be adopted for the supply of books, that have a very large circulation, will be to obtain from England plates prepared by means of photozincography, from which any number of impressions can be taken in this country. A series of somewhat costly experi-

ments, which has been carried out without expense to Government, has enabled me to determine how this system can be most usefully applied. Proofs of the Urdú Primer have been already received, and the plates themselves are expected shortly. This little book is sold in very large numbers at one pice per copy, subject to discount at 20 per cent. This entails at present a slight loss, but will yield a fair profit when the Primer is printed from the plates. I hope that in the course of a few years the whole series of books used in Primary schools will be printed in this fashion.

Books used in High and Middle schools must still be lithographed.

140. The original cost of the plates is comparatively high, but this is more than covered by the saving effected in printing very large editions, printing from the plates being much cheaper than lithography. For books used in High and Middle schools, however, we must still have recourse to lithography. When, however, the lithographic press is relieved of the necessity of supplying books for Primary schools, it will be possible to devote every effort to the attainment of perfection in the execution of lithographic printing.

Introduction of an improved system of writing and punctuation.

141. I stated also in my last report, that I had devoted considerable time to the introduction of an improved system of writing and punctuation. In books ordinarily lithographed in this country the words are so run together, that good reading is impossible. Besides this, the strain on the eyes is very considerable, and this is a great evil. The importance of using clear type for school books, owing to the prevalence of myopy that follows a neglect of this principle, is now fully recognized in Europe. Under the new system there is a clear space between all the words, whilst at the same time the style of writing is such, that the amount of matter contained in a page is much increased. This system requires, however, the exercise of very great care in writing out the manuscripts on transfer paper, in taking impressions from the stone, and in making corrections on the stone after a certain number of impressions have been taken. When this necessary condition is neglected, the result is not altogether satisfactory. With some of the books printed under the new system I have been much pleased, with some I am not contented. It is best suited for books printed from plates, and for lithography, when a limited number of copies are required, and sufficient supervision can be exercised. The greatest difficulty has been found in teaching the lithographic writers to conform to the various rules laid down; but I have now arranged for the instruction of a

class of youths selected from amongst students, who have passed the Middle school examination in the Vernacular, and who are much more ready to receive new ideas and to understand a new system than men of the old school.

Terms on which English books are obtained from England.

142. Books from England were formerly supplied by Messrs. Baker and Oliphant, who delivered them carriage paid in Calcutta subject to discount at 18 per cent on the English published price, taking the rupee as equal to two shillings. Subsequently, by order of the Supreme Government, indents were submitted through the local Government to the Secretary of State. The India Office allowed discount at 25 per cent, requiring all charges on account of exchange, freight &c. to be paid by the Depôt. Considering the high rate of exchange, these terms were very unfavourable as compared with those previously enjoyed. On the decision of the Government of India that books should be obtained independently of the India Office, Messrs. Baker and Co. were re-appointed as our London agents on terms still more favourable to the Depôt than before. The principal conditions under which books have been supplied during the year under report are the following :—

(1). The books to be delivered at the port in India free of all transit charges, freight, insurance, postage &c., and of all risks in transit.

(2.) The Invoice prices to be invariably the English original retail selling prices as given in the catalogues and lists of publications of publishing firms.

(3). The rupee to be taken as two shillings.

(4). Payment to be made in Indian currency to the Agra Bank, Calcutta, at one fixed rate of exchange of eight annas per shilling.

(5). The rate of discount off English original retail selling prices to be allowed to the Depôt on all descriptions of books and maps, except law and medical books to be 20 per cent., number and quantity out of mind.

System of fixing prices of books.

143. In the case of English books imported and sold at the Depôt, an addition of 10 per cent is made to the English retail prices, but discount at the same rate is allowed on cash purchases amounting to Rs. 25 or upwards. The profit of the Depôt consists of the discount allowed by the London agents, after deducting the transit charges from the port of landing. No addition is made to the price of English books purchased in this country, provided, that sufficient discount can be obtained to cover

that allowed by the Depôt. The approximate cost of vernacular books supplied by the Educational Press is 600 octavo pages per rupee. Such books are sold at 400 pages per rupee, subject to discount at the rate of 20 per cent. The cost and selling prices of books with smaller pages are of course lower.

Book Depôt to be self-supporting.

144. When the Book Depôt was first established, Government defrayed the expenditure on Establishments, but a percentage was added to the price of books, in order to cover the cost of carriage and of the commission allowed to those employed in selling them. In 1864, the Government undertook to pay these charges also, and from this time till the close of 1869-70, books were sold at cost price. In the beginning of 1870-71 a change was made in this system. It was determined by Government that the Book Depôt should be made self-supporting, and I received instructions to carry out this measure.

Profits of the Book Depôt.

145. At the end of 1869-70 the amount due to Government on account of money advanced for the purchase of books, the amount, that is, by which such advances exceeded the sum realized by the sale of books paid into the treasury, was Rs. 46,730-4-6, and the sum of Rs. 24,204-12-0 was due on account of the purchase of books and material, so that the total liabilities amounted to Rs. 70,935. The whole of these liabilities have now been cleared off, and an additional sum of Rs. 7,683-15-7 has been paid into the Treasury. This sum and the value of books, presses, and material of all kinds now in stock represent the profits that have been realised by the Depôt after paying all charges, except those incurred on the registration of books, the translation and publication of the Urdu Gazette, for which allowance has been made in the above calculation, and a debt of Rs. 2,326-14-11 due for books purchased.

Assets and liabilities of the Book Depôt.

146. At the beginning of the year the nominal assets of the Book Depôt and the Educational Press amounted to Rupees 1,44,911-1-7, or excluding the value of books received for sale from the Secretariat to Rs. 1,09,760-13-7, and the liabilities, after allowing for the cost of the registration of books and the Urdú Gazette, to Rs. 1,574-0-4 due to Government besides Rs. 2,691-10 due to private persons. In the assets are included cash in hand, Rs. 575-0-4; outstandings, Rs. 9,372-6-5; stock purchased by the Depôt or supplied to it by the Educational Press, Rs. 80,733-6-10; * tools and plant, printing paper and printed forms, Rs. 19,080; besides books

* This represents the retail selling price of the books in stock, which is subject, as already explained, to discount for cash.

received for sale from the Civil Secretariat and valued at Rupees 35,150-4-0. During the year under report Rs. 45,601-11-0 were received from Government, printing paper and other articles of the estimated value of Rs. 8,819-15-8 were received from the Stationery Office, Calcutta, and books of the value of Rs. 2,326-14-11 were purchased on credit. The total liabilities incurred during the year amounted to Rs. 56,748-9-7. From this should be deducted Rs. 1,736 on account of paper for the Vernacular Gazette, Rs. 2,100 the approximate cost of translating matter for the same ; Rs. 1,200 allowed by Government for the registration of books, under Act XXV of 1867 ; and Rupees 6,790-15-4, the value of books supplied to libraries and for prizes ; or Rs. 11,826-15-4 ; thus reducing the liabilities incurred during the year to Rs. 44,921-10-3.

The sum of Rs. 48,686-11-3 was paid into the Treasury (besides Rs. 1,543-10-5 on account of the sale proceeds of books received from the Civil Secretariat, making Rs. 50,230-5-8 in all) ; Rs. 3,166 were credited to the Book Depôt and the Educational Press, in the books of the Accountant-General by transfer entries ; Rs. 151 have been advanced for books ; Rs. 2,691-10-0 were applied to the payment of debt incurred during the previous year, and books of the value of Rs. 153-3-0 were carried to profit and loss, and supplied on public service, making a total of Rs. 54,848-8-:3 (exclusive of the sum realized and paid into the treasury on account of books received from the Secretariat). Hence it will be seen that the payments made during the year exceeded the liabilities incurred by Rs. 9,926-14-0.

The assets at the close of the year amounted to Rs. 1,41,029-8-10, or excluding the value of books received from the Secretariat, to Rs. 1,06,436-7-11, or Rs. 3,324-5-8 less than at the beginning of the year. Deducting this latter sum from Rs. 9,926-14-0 we obtain Rs. 6,602-8-4, which represents approximately the profits of the Depôt during the year.

147. As already stated the amount due to Government at the beginning of the year was Rs. 1,574-0-4. The amount received from Government during the year was Rs. 45,601-11-0, and the estimated value of articles received from the stationery office was Rs. 8,819-15-8, making altogether Rs. 55,995-11-0. Deducting from this the sum of Rs. 11,826-15-4 on account of the cost of the Urdú Gazette, of registration, and of library and prize books, the amount due to Government is reduced to Rs. 44,168-11-8. The amount paid into the Treasury, on the other hand, on account of the Book Depôt being Rs. 48,686-11-3, and that credited by the Accountant General by transfer entry Rs. 3,166, the total payment made to Government was Rs. 51,852-11-3 ; so that the liabilities of the Book Depôt to Government have now been fully discharged and an additional sum of Rs. 7,683-15-7 has been paid to the State.

Official books.

148. The value of official books, paid for from the Imperial revenue, that were received during the year, and added to the previous stock, was Rs. 187. Rupees 420-10-0 were realized during the year by the sale of such books to the public, and Rupees 723-14-7 were paid into the Treasury to the credit of the Imperial revenue.

Statement showing the financial operations of the Book Depôt.

149. The annexed statement shews the financial operations of the year in greater detail.

Assets at the beginning of the year.	Rs.	A.	P.	Rs.	A.	P.
Cash...	575	0	4			
Stock	1,15,883	10	10			
Outstandings	9,372	6	5			
Tools and plant, &c. ...	19,080	0	0	1,44,911	1	7
Amount drawn from the treasury.						
Pay of Curator and establishment, including translators	11,813	1	3			
Contingencies of the Book Depôt	1,832	11	0			
Purchase of Books ...	15,688	14	4			
Pay of Educational Press Establishment	9,806	1	6			
Press Contingencies ...	6,460	14	11			
	45,601	11	0			
Deduct.						
Value of Library books supplied to Government College and Schools, the Bill for which has been submitted to the Accountant-General for adjustment in the mode indicated in Punjab Government Order No. 1802, dated 30th May 1879 Rs. 4,081-12-6						
Do. supplied to the Director's office Library, Do. 1,144-6-9						
Do. supplied for Prizes to College and Schools Do. 1,614-12-1						
	6,790	15	4	38,810	11	8
Official books brought on to stock.						
From the Civil Secretariat,	...	...	...	986	7	4
Printing paper received from the office of Superintendent of Stationery, Calcutta	...	...	...	8,819	15	8
Debts incurred	...	...	...	2,326	14	11
Profit of the Depôt ...	...	..	...	6,602	8	4
Total ...	...	...	...	2,02,457	11	6

Paid into Treasury.	Rs.	A.	P.	Rs.	A.	P.
Sale proceeds of books paid into Bank of Bengal, Lahore ... 49,646-13-2						
Amount received on account of postage of books sold, paid into Bank of Bengal, Lahore, 329-5-0						
Amount received on account of registration fee of copyright of books, under Act XXV of 1867; paid into Bank of Bengal, Lahore Rs. 66 Do. into the Bank of Bengal, Delhi, „ 26 —92-0-0						
Proceeds of Educational Press ... 162-3-6	50,230	5	8			
Adjusted by transfer entry.						
Sale proceeds of Books ... 104-15-3						
Proceeds of the Educational Press ... 3,061-0-9	3,166	0	0	53,396	5	8
Advanced for books ...	...	...	...	151	0	0
Debts paid ...	...	...	...	2,691	10	0
Miscellaneous.						
Estimated value of paper expended in printing the Urdú Gazette	1,736	0	0			
Cost of registration of books	1,200	0	0			
Approximate cost of translating the Punjab Gazette,	2,100	0	0			
Value of books carried to profit and loss ... 152-6-0						
Do. of Do. supplied on public service 0-13-0	153	3	0	5,189	3	0
By Balance :—						
Cash	179	4	2			
Stock	1,11,615	6	6			
Outstandings ...	10,318	9	6			
Tools and plant, &c.	18,916	4	8	1,41,029	8	10
Total Rupees ...	...	...	...	2,02,457	11	6

Books brought on stock and sold during the year.

150. The statement given below shews the value of English and Vernacular books brought on to stock and issued during the year :—

Books.	In stock at the close of 1879-80.			Brought on to stock during the year.			Total.			Issued during the year.			Balance at the close of the year.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
English	78,362	15	5	17,761	4	4	96,124	3	9	19,985	0	3	76,139	3	6
Vernacular	37,520	11	5	47,663	13	4	85,184	8	9	49,708	5	9	35,476	3	0
Total ...	1,15,883	10	10	65,425	1	8	1,81,308	12	6	69,693	6	0	1,11,615	6	6

151. The sum of Rupees 65,425-1-8 under the head "Books brought on to stock," is made up as follows :—

	Rs.	A.	P.
Value of books received from England through the Secretary of State for India	271	2	6
English books purchased in India and England	9,887	14	3
Official books received from the Secretariat	986	7	4
English books delivered by the Educational Press	226	15	9
English books received back	264	0	3
English books purchased on credit	1,667	4	8
Vernacular books delivered by the Educational Press	28,394	5	9
Vernacular books purchased in India	2,922	3	6
Do. on credit	694	4	3
Do. received back	194	9	9
Enhancement made to the prices of English books and discount allowed by publishers	4,457	7	7
Enhancement made to the prices of vernacular books and discount allowed by booksellers	15,458	6	1
TOTAL ...	65,425	1	8

152. The following is the detail of books issued :—

	Rs.	A.	P.
Sold to Deputy Commissioners	18,885	15	6
Supplied to College and School libraries	3,894	9	10
Supplied for prizes	2,491	3	4
Supplied to Director's office library	1,067	4	3
Supplied to Inspectors of schools for prizes and libraries	2,400	0	5
Sold to the Head Masters of District and Normal schools	13,430	15	2
Sold to the Superintendents of Regimental schools	809	7	5
Sold to the Superintendents of Jails	252	10	3
Cash sales	26,308	0	10
Carried to profit and loss account	152	6	6
Supplied on public service	0	13	0
TOTAL ...	69,693	6	0

153. The aggregate value, calculated at the retail selling price, which is subject to discount at 20 per cent., of books delivered to the Depôt by the Educational Press, was Rs. 43,136-11-8, and the value of work executed by the Press for the Offices of the Civil Secretariat, the Financial Commissioner, the Director of Public Instruction and other persons, was Rupees 2,746-14-6. The former exceeds the value of books supplied by the Press to the Depôt during 1879-80 by Rs. 3,644-8-2, while the latter is less by Rs. 699-12-3 than the value of work done for Government offices during the same year.

Market value of work done by the Press.

154. The translators have translated 1,773 pages of original matter during the year, of which more than one-fourth belonged to Educational books, revised their own translation of Physics Primer and Lálá Pirbhú Diyál's translation of the Hand-book of Gymnastics by Forrest, and examined copies and corrected proofs of the Hindí maps of Europe, Asia and India, the Urdú maps of America, India and Rohtak, and the Urdú Gazette comprising 1,648 pages, besides reporting on books received for patronage.

Work done by translators.

155. The following books were in course of preparation or actually in the Press at the close of the year :—

Books in course of preparation, or in Press.

1. Revised edition of the Primer on Physics.
2. English Readers Nos. III and IV.
3. Translation of the Primer on Logic.
4. Arabic Course, for the 5th class.
5. A treatise on Persian Grammar.
6. New First Persian book.
7. Elementary Arabic Readers.
8. Translation of English Primer.
9. Translation of the Introductory Science Primer.
10. A treatise on Geography for Primary schools.
11. A treatise on Arithmetic for Primary schools.
12. A treatise on Mensuration for Primary schools.
13. Translation of the Primer on Astronomy.

CONCLUSION.

Officers and native gentleman who have exerted themselves in the cause of education.

A list is appended of the Civil Officers, whose exertions in the cause of education have been brought to notice by the Inspectors; and of native gentlemen whose services are reported to be worthy of special notice.

List of Civil Officers who have shewn special interest in the cause of education during 1880-81.

No.	Name.	Rank and Designation.	District.
1	Colonel W. G. Davies, C. S. I. ...	Commissioner and Supdt. ...	Jullundur.
2	Lieut.-Colonel Gordon	Deputy Commissioner	Do.
3	W. Coldstream, Esquire	Ditto	Hoshiárpur.
4	Colonel C. V. Jenkins	Ditto	Kángra.
5	C. R. Hawkins, Esquire ...	Ditto	Amritsar
6	Lieut.-Colonel F. J. Millar ...	Ditto	Gurdáspur.
7	Lieut.-Colonel C. Beadon ...	Ditto	Lahore,
8	J. W. Gardiner, Esquire ...	Ditto	Gujranwala.

List of Native Gentlemen who have exerted themselves in the cause of education during 1880-81.

No.	Name.	Rank and Designation	District.	Tahsil or Village.
	Lahore Circle.			
1	Sardár Ajít Singh ...	Jagírdár	Jullundur ...	Alíwálpúr.
2	Muhammad Ashraf Khân	Ditto	Ditto ...	Dhogrí.
3	Sardár Gurbakhsh Singh	Ditto	Ditto ..	Sháhkot.
4	„ Nihál Singh ...	Ditto	Ditto ..	Kang.
5	Imám-Ud-Din	Lambardár ...	Ditto .	Sargondí.
6	Lálá Mahkan Chand ...	Sáhúkár	Ditto ..	Núrmahal.
7	„ Hírá Mal	Ditto	Ditto ...	Mukandpúr.

No.	Name.	Rank and Designation.	District.	Tahsil or Village.
8	Fateh Khán	Raís	Jullundur ...	Baghaurán.
9	Lálá Rám Lál	Ditto	Hoshiárpúr ...	Hariána.
10	Fateh Dín	Zaildár	Ditto ...	Jahán Khelán.
11	Lálá Thákar Dás... ...	Raís	Ditto ...	Bijwára.
12	Sikandar Khán	Lambardár	Ditto ...	Bassi Gulam Hosain.
13	Sardár Búr Singh ...	Jagírdár	Ditto ...	Mukerián.
14	Sher Khán	Zaildár	Ditto ...	Udwar.
15	Lálá Milkhí Rám... ...	Sahúkár	Ditto ...	Tánda.
16	Chart Rám	Ditto	Ditto ...	Ditto.
17	Dera Singh	Zaildár	Ditto ...	Ghore báha.
18	Jímál Singh	Ditto	Ditto ...	Mának.
19	Karím Bakhsh	Ditto	Ditto ...	Garhshankur.
20	Púran Chand	Ditto	Ditto ...	Balachaur.
21	Jaswant Singh	Vac. Dept.	Ditto ...	Mahalpur.
22	Sodhí Harnám Singh ...	Raís	Ditto ...	Anandpúr.
23	Munshí Jai-gopál ...	Tahsíldár	Gurdáspúr ...	Pathánkot.
24	Lálá Sanjhí Mal ...	Ditto	Ditto ...	Gurdáspur.
25	Sardár Jamiat Raí ...	Pensioner	Ditto ...	Malla.
26	Hírá	Chief Lambardár ...	Ditto ...	Bhajua.
27	Diwán Harnám Singh ...	Member Municipal Committee.	Siálkot ...	Pasrúr.
28	Ganda Sháh	Ditto	Ditto ...	Ditto.
29	Chaudrí Ghasíta	Zaildár	Ditto ...	Jandiála.
30	Lála Daya Rám	Honorary Magistrate ...	Ditto ...	Badoke.
31	Sardár Gurdit Singh ...	Náib Tahsildár ...	Siálkot ...	Siálkot.
32	Munshí Tulsí Rám ...	Tahsíldár	Lahore ...	Sharaqpur.
33	Pandít Rajá Rám ...	Member School Committee.	Ditto ...	Ditto.
34	Haqím Sher 'Alí ...	Ditto	Ditto ...	Ditto.
35	Karm Baksh	'Ala Lambardár ...	Ditto ...	Lakkodahr.
36	Maulaví Muhammad Ashraf	Tahsíldár	Ditto ...	Chunián.
37	Munshí Jagan Náth ...	Ditto	Ditto ...	Qasúr.

No.	Name.	Rank and Designation.	District.	Tahsil or Village.
38	Sodí Rajindar Singh ...	Honorary Magistrate ...	Ferozepore ...	Bagapurána.
39	„ Mán Singh ...	„ Assistant Commr.	Ditto ...	Bulter.
40	„ Indar Singh ...	Honorary Magistrate ...	Ditto ...	Sultán Khánwala.
41	Makhan Singh ...	Raís	Ditto ...	Kokrí.
42	Khazán Singh ...	Lambardár	Ditto ...	Moga.
43	Bhái Gurmukh Singh ...	Bhái	Ditto ...	Kokrí.
	Mooltan Circle.			
1	Haq Nawáz	Náib Tahsíldár ...	Bannu ...	Edwardesabád.
2	Ghulám Sarwar Khán ...	Tahsíldár	Ditto ..	Lakkí.
3	Abdul Hakím Khán ...	Raís	Ditto ...	Sekandrabád.
4	Sher Khán	Lambardár	Ditto ...	Músá Khel.
5	Arsala Khán	Raís	Ditto ...	Isá Khel.
6	Sarfaráz Khán	Ditto	Ditto ...	Piplan.
7	Bhawání Dás	Chaudrí	Ditto ...	Hassamí.
8	Shám Dás	... ...	Ditto ...	Shahbáz Khel.
9	Muhammad Khán ...	Zaildár	Jhang ...	Challa.
10	Bhawání Dás	Ditto	Ditto ...	Machiwál.
11	Sáwan Mal	Lambardár	Ditto ...	Chela.
12	Pír Amír	Ditto	Ditto ...	Pír Kot Sídona.
13	Hydar Khán	Ditto	Ditto ...	Kot Shakar.
14	Bahádar Sháh	Zaildár	Ditto ...	Rajon.
15	Muhammad Langra ...	Lambardár	Ditto ...	Kalrí.
16	Salábat	Ditto	Ditto ...	Kund Sargána.
17	Makhdúm Jalál	Zaildár	Ditto ...	Hassu bulel.
18	Ghulam Rasúl	Ditto	Muzaffargarh	Jatolú.
19	Mián Mahbat	... ...	Ditto ...	Gúrmaní.

W. R. M. HOLROYD, Lieut.-Colonel,
Director of Public Instruction, Punjab.

EDUCATION. GENERAL FORM I.

Return of Colleges, Schools and Scholars for the official year 1880-81.

Area and Population of the Province.					Colleges, Schools and Scholars.		University Education.	Secondary Education.		Primary Education.	Special or Technical Education.					Average number of square miles of cultivated area to each School			Percentage of Schools and Scholars to population.		
Number of Districts.	Number of Divisions.	Total Area.	Cultivated Area.	Total Population.			Colleges.	High Schools.	Middle Schools	Primary Schools.	Training College.	Schools of Art.	Medical Schools.	Normal Schools.	Industrial Schools.	High Schools.	Middle Schools.	Primary Schools.	High Schools.	Middle Schools.	Primary Schools.
1	2	3	4	5	6		7	8	9	10	11a	11b	11c	11d	11e	12	13	14	15	16	17
32	10	1,07,010	36,656	1,87,94,260	*Institutions*	For Males ...	1	22	203	1,524	1	1	1	4	2	1,211	180	24	·0001	·0011	·0081
						For Females ...	..		1	322	...	...	...	5	1	...	36,656	113	...	..	·0017
						Total ...	1	22	204	1,846	1	1	1	9	3	1,211	179	19	·0001	·0011	·0098
					Scholars	Males ...	94	411	5,790	88,195	49	50	115	203	85	...	...	...	·0022	·0308	·4692
						Females ...	...	..	9	9,686	...	...	...	208	28	...	...	...	...	...	·0510
						Total ...	94	411	5,799	97,881	49	50	115	411	113	...	...	..	·0022	·0308	·5208

EDUCATION. GENE

Return of Colleges, Schools and

CLASS OF INSTITUTIONS.			GOVERNMENT INSTITUTIONS.							AIDED INSTI		
			No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	No. of Scholars on 31st March learning			No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.
							English.	A classical language.	A vernacular language.			
1			2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.	ARTS COLLEGES—											
	ENGLISH		1	94	86	75	94	88	...	...	...	...
	COLLEGES OR DEPTS. OF COLLEGES FOR PROFESSIONAL TRAINING—											
	TEACHERS		1	49	41	33	14	35	35	...	...	...
SECONDARY EDUCATION	HIGH AND MIDDLE SCHOOLS—											
	FOR BOYS ..	HIGH SCHOOLS — English ...	10	253	343	302	220	253	132	11	142	176
		HIGH SCHOOLS — Vernacular	1	16	14	12	...	16	16	...	...	...
		MIDDLE SCHOOLS — English ...	55	2,086	1,857	1,591	2,072	2,086	2,086	26	818	824
		MIDDLE SCHOOLS — Vernacular	122	2,886	2,649	2,181	...	2,886	2,886	...	...	...
	FOR GIRLS ...	MIDDLE SCHOOL— English ...	...	...	..	...	...	...	...	1	9	9
PRIMARY EDUCATION	FOR BOYS	English	120	14,306	13,819	11,357	3,832	6,025	14,306	89	8,535	8,200
		Vernacular	1,284	64,564	62,385	50,221	..	22,524	61,380	31	790	780
	FOR GIRLS	English	1	14	14	12	14	...	12	9	530	525
		Vernacular	150	3,930	4,001	3,145	...	683	3,852	162	5,212	5,135

RAL FORM 2.

Scholars for the official year 1880-81.

TUTIONS.						GRAND TOTAL OF SCHOLARS ON 31ST MARCH LEARNING			CLASSIFICATION ACCORDING TO RACE OR CREED OF THE SCHOLARS ON 31ST MARCH.					
	No. of Scholars on 31st March learning													
Average daily attendance.	English.	A classical language.	A vernacular language.	Grand total of Institutions.	Grand total of scholars on 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus,	Muhammadans.	Sikhs.	Others.
12	13	14	15	16	17	18	19	20	21*a*	22*b*	23*c*	24*d*	25*e*	26*f*
...	...	...	...	1	94	94	88	...	...	4	72	13	5	...
...	...	...	...	1	49	14	35	35	...	...	32	15	2	...
139	142	142	112	21	395	362	395	244	22	10	245	76	42	...
...	...	...	...	1	16	...	16	16	...	...	5	6	5	...
670	818	818	818	81	2,904	2,890	2,904	2,904	44	24	1,869	755	209	3
...	...	...	...	122	2,886	...	2,886	2,866	...	...	1,563	965	357	1
8	9	...	...	1	9	9	...	...	9	...	...	...	...	...
6,722	4,542	3,920	7,999	209	22,841	8,374	9,945	22,305	283	143	14,066	6,947	1,377	25
542	...	32	790	1,315	65,354	...	22,556	65,170	...	104	32,847	26,025	5,782	596
442	499	18	82	10	544	513	18	94	478	66	...	...	...	...
3,798	...	347	5,212	312	9,142	...	1,030	9,064	...	123	2,880	4,239	1,722	178

Return of Colleges, Schools and

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.							AIDED INSTI		
	No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	No of Scholars on 31st March learning			No. of Institutions.	No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.
					English.	A classical language.	A vernacular language.			
1	2	3	4	5	6	7	8	9	10	11
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING—										
SCHOOL OF ART	1	*50	46	43	...	...	25	...	...	...
MEDICAL SCHOOL	1	115	136	127	53	...	62	...	...	...
NORMAL SCHOOLS FOR MASTERS	3	168	191	176	...	168	168	1	35	31
NORMAL SCHOOLS FOR MISTRESSES	...	...	...	...	...	...	...	5	208	186
INDUSTRIAL SCHOOLS	2	85	84	76	...	10	36	1	28	27
TOTAL ...	1,752	88,616	85,666	69,351	6,299	34,774	87,996	336	16,307	15,893

* Out of these 50 learn Drawing ; 50 Geometry ; 4 Moulding ;
† Out of these 47 learn Carpet making ; 2 Carpentry ; 18 Needle

RAL FORM 2.—(*Concluded*).

Scholars for the official year 1880-81.

TUTIONS.						GRAND TOTAL OF SCHOLARS ON 31ST MARCH LEARNING			CLASSIFICATION ACCORDING TO RACE OR CREED OF THE SCHOLARS ON 31st MARCH					
	No. of Scholars on 31st March learning													
Average daily attendance.	English.	A classical language.	A vernacular language.	Grand total of Institutions.	Grand total of scholars on 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
12	13	14	15	16	17	18	19	20	21*a*	22*b*	23*c*	24*d*	25*e*	26*f*
...	...	...	...	1	*50	...	20	25	2	1	8	25	14	...
...	...	...	...	1	115	53	...	62	...	6	67	27	15	...
28	17	35	35	4	203	17	203	203	...	7	88	94	14	...
155	5	44	208	5	208	5	44	208	5	10	87	74	32	...
21	...	9	...	3	†113	...	19	36	...	2	1	107	...	3
12,525	6,032	5,365	15,256	2,088	1,04,923	12,331	40,159	1,03,252	843	500	53,830	39,368	9,576	806

4 Wood engraving ; 3 Lithography ; 6 Gesso work ; 6 Decoration, work, 26 other work.

EDUCATION. GENE

Return of Expenditure on Educational

CLASS OF INSTITUTIONS.			EXPEN								
			GOVERNMENT INSTITUTIONS							AIDED	
			Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Provincial Revenues.	Local rates or cesses.
1			2a	2b	2c	2d	2e	2f	2	3a	3b
UNIVERSITY EDUCATION.	ARTS COLLEGES—										
	ENGLISH		53,041	...	...	1,142	...	...	54,183	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—										
	TEACHERS		4,042	...	...	...	...	...	4,042	...	...
SECONDARY EDUCATION.	HIGH AND MIDDLE SCHOOLS—										
	FOR BOYS	English	1,24,345	5,787	2,801	16,669	11,138	1,421	1,62,161	36,408	...
		Vernacular ...	2,464	33,261	...	3,559	13,290	6	52,580	...	...
	FOR GIRLS—	English	...	...	...	...	...	...	...	375	...
PRIMARY EDUCATION	PRIMARY SCHOOLS—										
	FOR BOYS	English	33,411	6,342	2,344	29,771	34,570	2,609	1,09,047	37,556	...
		Vernacular ...	991	2,25,716	...	14,334	22,335	2,340	2,65,716	780	...
	FOR GIRLS	English	440	...	...	...	220	220	880	21,673	...
		Vernacular ...	2,164	8,646	...	2	6,590	340	17,742	15,206	1,254
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING—											
SCHOOL OF ART			12,591	...	...	...	...	...	12,591	...	...
MEDICAL SCHOOL			52,339	...	...	...	1,437	34	53,810	...	...

RAL FORM 3.

Establishments for the official year 1880-81.

DITURE.									AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL.				
INSTITUTIONS.									GOVERNMENT INSTITUTIONS		AIDED INSTITUTIONS.		
Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Total Government expenditure.	Total expenditure from other sources.	Grand Total of Expenditure.	Per-centage on Total Expenditure.	Total cost.	Cost to Government.	Total Cost.	Cost to Government.	REMARKS,
3c	3d	3e	3f	3	4	5	6	7	8	9	10	11	12
...	...	...	...	...	53,041	1,142	54,183	3·90	630	616-12	...	...	
...	...	...	...	...	4,042	...	4,042	·29	98-9	98-9	...	...	
2,525	13,169	2,983	30,265	85,350	1,60,753	86,758	2,47,511	17·78	73-11	56-9	85-6	36-7	
...	...	...	...	...	2,464	50,116	52,580	3·78	19-8	0-14	...	...	
...	627	...	...	1,002	375	627	1,002	·07	...	...	111-5	41-11	
2,736	17,523	2,681	23,179	83,675	70,967	1,21,755	1,92,722	13·83	7-14	2-6	10-3	4-8	
270	...	600	3,052	4,702	1,771	2,68,647	2,70,418	19·42	4-4	0-½	6-0	1-0	
...	12,238	...	12,918	47,029	22,313	25,596	47,909	3·44	62-14	31-7	89-9	41-10	
500	25	3,845	32,412	53,242	17,370	53,614	70,984	5·10	4-6	0-11	10-6	2-15	
...	...	...	...	...	12,591	...	12,591	·90	273-11	273-11	...	...	
...	...	...	...	...	52,339	1,471	53,810	3.86	395-10	384-13	...	...	

Return of Expenditure on Educational

CLASS OF INSTITUTIONS.	EXPEN								
	GOVERNMENT INSTITUTIONS.							AIDED	
	Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Provincial Revenues.	Local rates or cesses.
1	2a	2b	2c	2d	2e	2f	2	3a	3b
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.—(*Concluded*).									
NORMAL SCHOOLS FOR MASTERS ...	2,972	12,295	...	...	...	...	15,267	2,575	...
NORMAL SCHOOLS FOR MISTRESSES ...	...	...	...	...	...	...	...	12,986	...
INDUSTRIAL SCHOOLS	...	384	...	...	660	1,700	2,744	140	...
UNIVERSITY	...	...	...	...	...	...	...	21,000	...
DIRECTION	41,973	...	...	...	...	...	41,973	...	...
INSPECTION	76,371	55,648	...	...	192	218	1,32,429	...	...
SCHOLARSHIPS — COLLEGES ...	5,190	104	562	...	90	5,949	11,895	...	
SCHOLARSHIPS — SCHOOLS ...	16,976	35,299	1,557	...	3,618	188	57,638	3,424	1,291
MISCELLANEOUS	1,736	...	...	...	...	60,187	61,923	1,048	...
TOTAL ...	4,31,046	3,83,482	7,264	65,477	94,140	75,212	10,56,621	1,53,371	2,545

RAL FORM 3.—*(Concluded.)*

Establishments for the official year 1880-81.

DITURE.									AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL.				
INSTITUTIONS.									GOVERNMENT INSTITUTIONS.		AIDED INSTITUTIONS.		
Endowments.	Fees.	Municipal Grants.	Other sources.	Total.	Total Government expenditure.	Total expenditure from other sources.	Grand Total of Expenditure.	Per-centage on Total Expenditure.	Total cost	Cost to Government.	Total Cost.	Cost to Government.	REMARKS.
3c	3d	3e	3f	3	4	5	6	7	8	9	10	11	12
...	66	...	7,099	9,740	5,547	19,460	25,007	1·80	79-15	15-9	314-3	83-1	
...	420	...	3,618	17,024	12,986	4,038	17,024	1·22	...	...	91-8	69-13	
...	...	...	642	782	140	3,386	3,526	·25	32-11	...	28-15	5-3	
...	...	...	...	21,000	21,000	...	21,000	1·51	...	...	...	...	
...	...	...	...	..	41,973	...	41,973	3·02	...	...		...	
...	...	...	...	...	76,371	56,058	1,32,429	9·51	...	...	...	...	
...	...	...	...	...	5,190	6,705	11,895	·85	...	...	...	...	
...	539	2,630	3,435	11,319	20,400	48,557	68,957	4·95	...	...	...	...	
...	...	...	...	1,048	2,784	60,187	62,971	4·52	...	...	...	...	
6,031	44,607	12,739	1,16,620	3,35,913	5,84,417	8,08,117	13,92,534	...	...	...	...		

EDUCATION. GENERAL FORM 4.

Return showing the result of prescribed Examinations during the official year 1880-81.

NATURE OF EXAMINATION.	No. of Institutions sending examinees.			No. of Examinees.				No. Passed.				Per-centage of passed scholars on total number on rolls at beginning of the year.	
	Government Institutions.	Other Institutions.	Total.	Government Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ARTS COLLEGES—													
Master of Arts and Honors in Arts...	...	...	(a)	...	...	...	(a)	...	...	...	(a)	...	—
Bachelor of Arts and High Proficiency in Arts	1	1	2	19	5	...	24	9	2	...	11	33·3	(b)
First Arts and Proficiency in Arts...	1	2	3	20	13	3	36	13	4	1	18	27·7	(b)
SCHOOLS—I													
Matriculation	9	11	20	119	63	(c)85	267	79	35	(c)25	139	32·8	21·2
Middle School Examination—Boys ...	51	19	70	338	152	(c)103	593	110	35	(c)20	165	(d)	(d)
Upper Primary School Examination — Boys	1,271	34	1,305	5,635	462	...	6,097	3,401	284	...	3,685	17·6	18·2
Upper Primary School Examination — Girls	2	4	6	9	37	...	46	4	30	...	34	(e)	(e)
Lower Primary School Examination — Boys	1,361	43	1,404	9,575	773	...	10,348	6,608	502	...	7,110	11·6	7·2
Lower Primary School Examination — Girls	23	8	31	58	90	...	148	50	60	...	110	(e)	(e)

(a) None returned as explained in para 15, page 16 of the report.
(b) Not given, as statistics of Oriental College and School have not been included for reasons explained in para 17, page 17 of the report.
(c) Including students from Government institutions, such as Normal Schools, that do not specially prepare candidates for these examinations, and Schools not under regular inspection and situated mostly in Native States.
(d) Owing to a change of system, the bulk of students underwent no Examination, and the percentage therefore cannot be given.
(e) Most of the pupils underwent no examination, the percentage therefore cannot be given.

SUBSIDIARY FORMS.

SUBSIDIARY

Statistical Return of Colleges

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			Reading for Degree.	Reading for First Arts Licentiate or corresponding examination.	Total.			Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ARTS COLLEGES—												
LAHORE ...	ENGLISH—GOVERNMENT	1	33	61	94	86	75	...	4	72	13	5	...
	ORIENTAL—AIDED †												
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—												
	TEACHERS—GOVERNMENT ...	1	...	...	49	41	33	...	...	32	15	2	...
	GRAND TOTAL ALL COLLEGES...	2	33	61	143	127	108	...	4	104	28	7	...

FORM NO. 1.

for the official year 1880-81.

No. of Scholars on 31st March, Learning					Expenditure							Annual cost of educating each scholar		Remarks.
English.	Urdu.	Arabic.	Persian	Sanskrit.	Grants from Provincial Revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government	
8a	8b	8c	8d	8e	9a	9b	9c	9d	9e	9f	9	10	11	
94	...	21	44	23	53,041	...	...	*1,142	...	...	54,183	630	616-12	* Excludes the amount of fees for the months of February and March which was not realized and credited during the year.
														† Statistics not included as explained in para 17, page 17 of the Report.
14	35	...	35	...	4,042	...	...	...	...	...	4,042	98-9	98-9	
108	35	21	79	23	57,083	...	...	1,142	...	...	58,225	458-7	449-1	

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS—												
DELHI ...	Government	4	35	125	160	149	119	...	...	107	53	...	...
	Aided	3	4	85	89	77	58	...	2	81	6	...	...
	Total for the District ...	7	39	210	249	226	177	...	2	188	59	...	...
GURGAON ...	Government	2	8	81	89	75	60	...	...	82	6	1	...
KARNAL ...	Government	2	...	63	63	48	39	...	...	44	18	1	...
HISSAR ...	Government	3	...	36	36	39	31	...	—	33	3	...	...
ROHTAK ...	Government	2	...	52	52	47	37	...	...	46	6	...	...
SIRSA ...	Government	2	...	16	16	17	16	...	...	12	1	3	...
UMBALLA ...	Government	3	...	101	101	71	56	...	...	77	18	6	...
	Aided	3	...	35	35	38	26	...	1	23	9	2	...
	Total for the District ...	6	...	136	136	109	82	...	1	100	27	8	...
LUDHIANA,	Government	3	34	97	131	115	107	...	...	72	46	13	...
	Aided	2	13	39	52	53	36	...	5	32	14	1	...
	Total for the District ...	5	47	136	183	168	143	...	5	104	60	14	...
SIMLA ...	Government	2	...	20	20	19	16	...	...	11	9	...	...
	Aided (for Europeans &c.,) ...	2	18	23	41	54	42	41	...	...	...	...	...
	Total for the District ...	4	18	43	61	73	58	41	...	11	9	...	...

FORM NO. 2.

and Vernacular) for Boys, for the official year 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindi—Nágrí.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
160	160	160	...	69	14	...	16,551	188	2,801	1,533	469	...	21,542	144-9	111-1	12	4
89	85	89	...	...	40	...	3,354	...	...	649	...	3,946	7,949	103-4	43-9	4	2
249	245	249	...	69	54	...	19,905	188	2,801	2,182	469	3,946	29,491	130-8	88-1	16	6
89	89	89	...	1	66	...	3 181	...	...	667	...	...	3,848	51-5	42-6	...	1
63	63	63	...	...	...	...	4,184	...	...	319	480	...	4,983	103-13	77-2	...	...
36	36	36	...	...	...	...	2,897	211	...	198	1,037	...	4,343	111-6	74-4	...	1
52	52	52	...	...	...	...	2,796	388	...	293	450	...	3,927	83-9	59-8	...	3
16	16	16	...	...	...	...	1,446	...	...	91	848	5	2,390	140-9	85-1	...	2
101	101	101	...	...	...	...	4,876	478	...	423	81	112	5,970	84-1	68-11	...	3
35	35	35	...	...	...	...	1,320	...	102	120	...	1,545	3,087	81-4	34-12	1	...
136	136	136	...	...	...	...	6,196	478	102	543	81	1,657	9,057	83-1	56-14	1	3
84	123	123	...	61	19	...	4,475	953	...	910	1,447	10	7,795	67-12	38-15	12	1
52	52	52	...	...	...	...	1,980	...	...	307	360	2,182	4 829	91-2	37-6	5	6
136	175	175	...	61	19	...	6,455	953	...	1,217	1,807	2,192	12,624	75-2	38-7	17	7
20	20	20	...	...	...	...	2,013	...	...	184	...	152	2,349	123-10	105-15	..	1
41	41	...	...	...	...	14	5,100	...	2,200	7,826	...	...	15,126	280-2	94-7	9	4
61	61	20	...	...	...	14	7,113	...	2,200	8,010	...	152	17,475	231-3	97-5	9	5

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
JULLUNDUR,	GOVERNMENT	2	...	80	80	65	56	...	...	48	22	10	...
	AIDED	3	33	94	127	101	80	...	4	64	52	7	...
	TOTAL FOR THE DISTRICT ...	5	33	174	207	166	136	...	4	112	74	17	...
HOSHIARPUR ...	GOVERNMENT	2	42	93	135	151	126	...	1	103	25	6	...
KANGRA ...	GOVERNMENT	2	...	41	41	40	32	...	...	36	5	...	...
	AIDED	1	...	5	5	7	6	...	1	3	1	...	...
	TOTAL FOR THE DISTRICT ...	3	...	46	46	47	38	...	1	39	6	...	...
AMRITSAR,	GOVERNMENT	3	30	168	198	208	188	...	1	96	59	42	...
	AIDED	3	15	71	86	99	80	...	3	38	25	20	...
	TOTAL FOR THE DISTRICT ...	6	45	239	284	307	268	...	4	134	84	62	...
GURDASPUR,	GOVERNMENT	6	18	148	166	181	154	1	1	95	46	23	...
	AIDED	2	1	9	10	11	10	...	10	...	...	...	...
	TOTAL FOR THE DISTRICT ...	8	19	157	176	192	164	1	11	95	46	23	...
SIALKOT ...	GOVERNMENT	2	...	63	63	58	52	...	...	31	23	9	...
	AIDED	2	8	39	47	46	43	...	...	22	19	5	1
	TOTAL FOR THE DISTRICT ...	4	8	102	110	104	95	...	...	53	42	14	1

FORM NO. 2.

and Vernacular) for Boys, for the official year 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágri.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
80	80	80	...	...	...	...	2,483	312	...	364	240	...	3,399	52-5	38-3	...	...
127	109	127	...	...	...	...	2,620	...	...	709	270	1,997	5,596	55-6	25-15	2	2
207	189	270	...	...	...	...	5,103	312	...	1,073	510	1,997	8,995	53-15	30-12	2	2
135	93	121	...	23	47	...	7,786	...	...	1,372	...	...	9,158	60-10	51-9	13	1
41	41	41	...	...	...	...	2,089	626	...	209	...	39	2,963	74-1	52-3	...	...
5	5	5	...	...	...		448	...	...	15	...	433	896	128-0	64-0	...	...
46	46	46	...	...	...	...	2,537	626	...	224	...	472	3,859	82-2	54-0	...	...
198	167	195	...	50	71	...	12,696	332	...	1,828	328	...	15,184	73-0	61-0	7	1
86	86	86	...	21	47	...	2,960	...	128	42	...	3,160	6,290	63-9	29-4	4	3
284	253	281	...	71	118	...	15,656	332	128	1,870	328	3,160	21,474	69-15	51-0	11	4
166	148	166	6	26	45	...	8,206	433	...	1,376	1,568	...	11,583	67-12	48-0	11	...
10	10	10	...	1	...	...	240	...	...	118	...	890	1,248	113-7	21-13	2	...
176	158	176	6	27	45	...	8,446	433	...	1,494	1,568	890	12,831	66-13	44-0	13	...
63	63	63	...	...	13	...	360	600	...	53	460	...	1,473	25-6	6-3	..	...
47	47	47	...	4	...	...	1,560	...	...	186	...	2,062	3,808	82-13	33-15	...	2
110	110	110	...	4	13	...	1,920	600	...	239	460	2,062	5,281	50-12	18-0	...	2

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
LAHORE ...	Government	3	44	161	205	232	213	3	...	131	59	12	...
	Aided (for Natives)	2	34	75	109	139	117	...	1	74	28	6	...
	Aided (for Europeans &c.) ...	1	...	3	3	8	7	3	...	...	...	...	...
	Total for the District ...	6	78	239	317	379	337	6	1	205	87	18	...
GUJRANWALA ...	Government	1	...	61	61	67	56	...	...	32	19	10	...
	Aided	3	8	103	111	115	99	...	1	67	32	11	...
	Total for the District ...	4	8	164	172	182	155	...	1	99	51	21	...
FEROZEPUR	Government	2	...	61	61	64	55	...	...	40	16	5	...
RAWALPINDI	Aided (for Natives)	2	4	37	41	55	41	...	...	25	5	11	...
	Aided (for Europeans &c.) ...	1	...	17	17	15	15	17	...	...	...	...	...
	Total for the District ...	3	4	54	58	70	56	17	...	25	5	11	...
JHELUM ...	Government	2	...	61	61	63	51	...	...	37	18	6	...
GUJRAT ...	Government	2	17	69	86	86	74	1	...	39	37	9	...
	Aided	1	...	49	49	45	38	...	...	19	28	2	...
	Total for the District ...	3	17	118	135	131	112	1	...	58	65	11	...
SHAHPUR ...	Government	1	...	54	54	55	48	...	...	42	10	2	...

FORM NO. 2.—(*Continued*).

and Vernacular) *for Boys, for the official year* 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdu.	Persian	Hindi—Nágri.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost of Government.	Matriculation or equivalent examination.	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
205	161	199	...	35	53	...	16,457	87	...	2,234	80	...	18,858	81-4	70-15	12	1
109	98	98	...	...	11	...	3,380	...	...	689	250	2,991	7,310	52-9	24-5	4	1
3	3	...	...	...	...	...	1,647	...	95	865	78	1,209	3,894	486-12	205-14	...	...
317	262	297	...	35	64	...	21,484	87	95	3,788	408	4,200	30,062	79-5	56-11	16	2
61	61	61	...	...	...	...	2,120	...	...	466	...	...	2,586	38-9	31-10	...	...
111	111	111	23	...	29	...	1,560	...	...	478	60	1,495	3,593	31-4	13-9	4	2
172	172	172	23	...	29	...	3,680	...	...	944	60	1,495	6,179	33-15	20-4	4	2
61	61	61	...	...	...	...	2,274	...	...	429	221	277	3,201	50-0	35-8	...	1
41	36	41	...	...	...	...	2,561	...	...	446	1,230	741	4,978	90-8	46-9	...	6
17	...	...	...	...	...	...	3,256	...	...	...	...	...	3,256	217-1	217-1	...	4
58	36	41	...	...	...	...	5,817	...	...	446	1,230	741	8,234	117-9	83-1	...	10
61	61	61	...	...	...	...	2,076	...	...	323	361	...	2,760	43-13	32-15	...	1
86	69	86	...	4	32	...	8,356	...	...	760	...	...	9,116	106-0	97-2	1	2
49	49	49	...	...	...	...	300	...	...	134	...	918	1,352	30-1	6-11	...	...
135	118	135	...	4	32	...	8,656	...	...	894	...	918	10,468	79-15	66-2	1	2
54	54	54	...	...	...	...	1,436	...	...	403	...	...	1,839	33-7	26-2	...	...

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS	No. of institutions.	No of Scholars on the rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March					
			In High School.	In Middle School.	Total.			Europeans & Eurasians	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
PESHAWAR,	Government	1	...	3	3	3	3	...	...	2	...	1	...
	Aided	2	4	37	41	47	35	...	2	20	17	2	...
	Total for the District ...	3	4	40	44	50	38	...	2	22	17	3	...
HAZARA ...	Government	1	...	12	12	14	13	...	1	5	4	2	...
KOHAT ...	Government	1	...	19	19	14	12	...	...	12	6	1	...
MOOLTAN ...	Government	3	7	113	120	90	84	...	...	95	18	5	2
	Aided	2	...	50	50	55	46	...	...	44	6	...	...
	Total for the District ...	5	7	163	170	145	130	...	...	139	24	5	2
JHANG .	Government	4	18	167	185	122	110	...	...	140	37	8	...
MONT-GOMERY..	Government	1	...	12	12	8	8	...	...	6	3	3	...
MUZAFFAR-GARH ...	Government	1	...	22	22	22	18	...	...	17	3	2	...
DERA ISMA'IL KHAN ..	Government	1	...	22	22	25	22	...	...	22	...	...	...
	Aided	1	...	26	26	24	21	...	...	20	3	3	..
	Total for the District ...	2	...	48	48	49	43	...	...	42	3	3	...

FORM NO. 2.—(*Continued*).

and Vernacular) for Boys, for the official year 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágri.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9	9d	9e	9f	9	10	11	12	13
3	3	3	...	...	...	...	180	...	...	7	...	180	367	122-5	60-0	...	...
41	41	41	...	...	...	...	1,800	...	...	214	300	3,186	5,500	117-0	38-5	...	2
44	44	44	...	...	...	...	1,980	...	...	221	300	3,366	5,867	117-5	39-10	...	2
12	12	12	...	...	...	...	1,185	...	...	97	...	...	1,282	91-9	84-10	...	...
19	19	18	...	...	...	...	1,349	50	..	83	48	...	1,530	109-4	94-6	...	...
120	113	120	...	16	89	...	4,818	...	...	768	650	...	6,236	69-4	53-8	3	1
50	50	50	...	...	...	...	829	...	...	252	375	1,614	3,070	55-13	15-1	...	...
170	163	170	...	16	89	...	5,647	...	...	1,020	1,025	1,614	9,306	64-3	38-15	3	1
185	185	185	40	16	13	...	5,922	167	...	704	868	401	8,062	66-1	48-9	2	3
12	12	12	...	...	...	...	178	36	...	31	148	245	638	79-12	22-4	...	...
22	22	22	...	...	...	...	...	926	...	107	300	...	1,333	60-9	...	...	...
22	22	22	...	...	...	...	...	...	...	...	1,054	...	1,054	42-2	...	...	...
26	26	26	...	...	...	...	1,253	...	...	71	...	1,164	2,488	103-11	52-3	...	1
48	48	48	...	...	...	...	1,253	...	...	71	1,054	1,164	3,542	72-5	25-9	...	1

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
DERA GHAZI KHAN ...	GOVERNMENT	1	...	65	65	52	47	...	...	56	8	1	...
BANNU ...	AIDED	1	...	21	21	11	9	...	...	13	8	...	...
	Total Government Schools	65	253	2,086	2,339	2,200	1,893	5	4	1,569	578	181	2
	Total Aided Schools — *For Natives* ...	33	124	775	899	923	745	...	30	545	253	70	1
	Total Aided Schools — *For Europeans & Eurasians* ...	4	18	43	61	77	64	61	...	...	...	...	...
	GRAND TOTAL ENGLISH SCHOOLS ...	102	395	2,904	3,299	3,200	2,702	66	34	2,114	831	251	3
	VERNACULAR SCHOOLS.												
DELHI ...	GOVERNMENT	6	...	152	152	124	100	...	...	130	21	1	...
GURGAON ...	GOVERNMENT	8	...	130	130	131	106	...	...	86	44	...	...
KARNAL ...	GOVERNMENT	8	...	59	59	55	32	...	...	31	28	...	...
HISSAR ...	GOVERNMENT	1	...	6	6	8	6	...	...	3	3	...	...
ROHTAK ...	GOVERNMENT	5	...	66	66	52	43	...	...	48	18	...	...
AMBALLA ...	GOVERNMENT	11	...	236	236	206	153	...	...	113	89	34	...
LUDHIANA ...	GOVERNMENT	9	...	269	269	208	177	...	...	127	51	91	...

FORM NO. 2.—(*Continued.*)

and Vernacular) for Boys, for the official year 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdu.	Persian.	Hindi—Nágri.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
65	65	65	...	...	...	...	1,955	...	...	437	...	...	2,392	46-0	37-9	...	...
21	21	21	...	...	...	...	240	...	...	48	60	732	1,080	98-3	21-13	...	...
2,292	2,172	2,307	46	301	472	...	1,24,345	5,787	2,801	16,669	11,138	1,421	1,62,161	73-11	56-9	79	27
899	861	888	23	26	127	...	26,405	...	230	4,478	2,905	29,056	63,074	68-5	28-9	26	27
61	44	...	...	...	...	14	10,003	...	2,295	8,691	78	1,209	22,276	289-5	129-15	9	8
3,252	3,077	3,195	69	327	599	14	1,60,753	5,787	5,326	29,838	14,121	31,686	2,47,511	77-7	50-4	114	62
...	152	152	...	...	...	...	...	2,113	...	333	705	...	3,151	25-6	...	...	2
...	130	130	...	...	...	...	...	2,279	...	127	1,202	...	3,608	27-9	...	...	3
...	59	59	...	28	...	...	...	749	...	148	166	...	1,063	19-5			1
...	6	6	...	...	...	...	...	227	...	24	79	...	330	41-4	...	...	...
...	66	66	...	...	...	...	...	1,927	...	96	656	...	2,679	51-8	...	...	6
...	236	236	...	...	...	...	...	3,504	...	369	1,489	...	5,362	26-0	...	...	1
...	269	269	...	...	...	...	...	2,127	...	423	1,099	...	3,649	17-9	...	...	24

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
JULLUNDUR	GOVERNMENT	11	16	380	396	316	262	...	...	204	153	39	...
HOSHIARPUR	GOVERNMENT	8	...	309	309	353	311	...	...	174	120	15	...
KANGRA ...	GOVERNMENT	2	...	43	43	33	24	...	...	40	3	...	...
AMRITSAR...	GOVERNMENT	6	...	81	81	93	67	...	...	36	30	15	...
GURDASPUR	GOVERNMENT	4	...	80	80	83	66	...	...	38	34	8	...
SIALKOT ...	GOVERNMENT	6	...	170	170	136	118	..	...	84	75	11	...
LAHORE ...	GOVERNMENT	6	...	190	190	168	156	...	...	66	80	44	...
GUJRANWALA ...	GOVERNMENT	3	...	70	70	73	64	...	...	41	18	11	...
FEROZEPUR	GOVERNMENT	4	...	119	119	103	89	...	...	40	39	39	1
RAWALPINDI ...	GOVERNMENT	4	...	75	75	81	59	...	...	29	19	27	...
JHELUM ...	GOVERNMENT	2	...	58	58	39	33	...	...	23	25	10	...
GUJRAT ...	GOVERNMENT	4	...	72	72	79	5	...	...	46	19	7	...
SHAHPUR ...	GOVERNMENT	3	...	27	27	33	25	...	...	18	7	2	...
PESHAWAR,	GOVERNMENT	1	...	15	15	16	13	...	...	2	11	2	...

FORM NO. 2.—(*Continued.*)

and Vernacular) for Boys, for the official year 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágri.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	396	396	...	16	...	...	2,101	3,273	...	830	462	...	6,666	21-1	6-10	..	10
...	309	309	...	...	...	...	...	2,157	...	289	426	...	2,872	8-2	...	...	8
...	43	43	...	...	...	...	...	732	...	10	412	...	1,154	34-5	...	...	...
...	81	81	...	...	...	...	...	2,250	...	86	400	...	2,736	29-7	...	...	2
...	80	80	...	...	...	...	...	1,614	...	229	929	...	2,772	33-6	...	...	...
...	170	170	...	...	...	...	...	1,232	...	68	516	...	1,816	13-6	...	...	..
...	190	190	...	...	...	...	...	1,008	...	76	838	...	1,922	11-7	...	...	5
...	70	70	...	...	...	...	...	443	..	75	242	...	760	10-6	...	...	...
...	119	119	...	...	...	...	...	1,119	...	107	355	...	1,581	15-5	...	...	1
...	75	75	...	...	..	...	...	1,278	...	27	296	...	1,601	19-12	...	...	12
...	58	58	...	...	...	...	...	602	...	22	...	...	624	16-0	...	...	...
...	72	72	...	...	...	...	...	1,073	...	72	...	...	1,145	14-8	...	...	4
...	27	27	..	...	...	...	...	292	...	6	664	...	962	29-2	...	...	...
...	15	15	...	9	...	...	363	...	...	8	371	...	742	46-6	22-11	...	2

SUBSIDIARY

Statistical Return of High and Middle Schools (English

DISTRICT	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March			Average No. on the rolls during the year.	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March					
			In High School.	In Middle School.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
HAZARA ..	GOVERNMENT	1	...	14	14	18	10	...	...	5	7	2	...
MOOLTAN ...	GOVERNMENT	2	...	24	24	24	20	...	...	14	10	...	...
JHANG ...	GOVERNMENT	2	...	44	44	35	31	...	...	34	10	...	...
MONT-GOMERY...	GOVERNMENT	2	...	53	53	42	39	...	...	47	3	3	...
MUZAFFAR-GARH ...	GOVERNMENT	1	...	25	25	31	17	...	...	16	9	...	...
DERA ISMAIL KHAN ...	GOVERNMENT	2	...	48	48	45	39	...	...	32	16	...	...
DERA GHAZI KHAN	GOVERNMENT	4	...	56	56	59	53	...	...	31	24	1	...
BANNU ...	GOVERNMENT	2	...	15	15	19	15	...	...	10	5	...	...
	GRAND TOTAL, VERNACULAR SCHOOLS.	123	16	2,886	2,902	2,663	2,193	...	...	1,568	971	362	1
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	225	411	5,790	6 201	5,863	4,895	66	34	3,682	1,602	513	4

FORM NO. 2.—(*Concluded.*)

and Vernacular) *for Boys, for the official year* 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágri.	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	14	14	...	...	...	...	...	240	...	5	3	...	248	13-12	...	...	...
...	24	24	...	...	...	...	...	524	...	33	...	...	557	23-3	...	...	...
...	44	44	...	...	...	...	...	385	...	4	147	6	542	15-8	...	...	...
...	53	53	...	...	...	...	...	210	...	81	798	...	1,089	25-15	...	...	1
...	25	25	...	...	...	...	...	299	...	11	269	...	579	18-11	...	...	...
...	48	48	...	...	...	...	...	24	...	...	570	...	594	13-2	...	...	...
...	56	56	...	8	...	...	...	1,194	...	...	...	...	1,194	20-4	...	...	1
...	15	15	...	...	...	...	...	386	...	...	196	...	582	30-10	...		...
...	2 902	2,902	...	61	...	...	2,464	33,261	...	3,559	13,290	6	52,580	19-8	0-14	..	53
3,252	5,979	6,097	69	388	589	14	1,63,217	39,048	5,326	33,397	27,411	31,692	3,00,091	51 3	27-3	114	146

SUBSIDIARY FORM NO. 3.

Statistical Return of Female High and Middle Schools (English and Vernacular) for the official year 1880-81.

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.	No. of Scholars on 31st March. Learning	Expenditure.			Annual cost of educating each scholar		No. passed.		REMARKS.
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	English.	Grants from Provincial Revenues.	Fees.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle School examination.	
1	2	3	4a	4b	4	5	6	7	8	9a	9b	9	10	11	12	13	
	ENGLISH SCHOOLS—																
SIMLA ...	AIDED	1	...	9	9	9	8	9	9	375	627	1,002	111-5	41-11	...	...	

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS—												
DELHI ...	GOVERNMENT	8	252	660	912	898	712	...	3	521	384	4	...
	AIDED	5	169	389	558	619	463	...	8	497	51	2	...
	TOTAL FOR THE DISTRICT ...	13	421	1,049	1,470	1,517	1,175	...	11	1,018	435	6	...
GURGAON ...	GOVERNMENT	7	96	373	469	431	352	...	...	380	89	...	...
KARNAL ...	GOVERNMENT	5	108	307	415	406	324	...	...	324	90	1	..
HISSAR ...	GOVERNMENT	6	79	609	688	611	444	...	1	633	52	2	...
ROHTAK ...	GOVERNMENT	6	69	364	433	405	320	...	...	308	123	2	...
SIRSA ...	GOVERNMENT	2	49	214	263	283	252	...	...	216	46	1	...
UMBALLA ...	GOVERNMENT	7	208	422	630	673	506	...	5	466	122	36	1
	AIDED	5	71	586	657	705	546	...	11	352	289	5	...
	TOTAL FOR THE DISTRICT ...	12	279	1,008	1,287	1,378	1,052	...	16	818	411	41	1
LUDHIANA...	GOVERNMENT	2	148	224	372	362	312	...	...	125	214	33	...
	AIDED	4	71	266	337	318	224	...	16	181	130	10	...
	TOTAL FOR THE DISTRICT ...	6	219	490	709	680	536	...	15	306	344	43	...
SIMLA ...	GOVERNMENT	2	44	107	151	149	115	...	...	108	43	...	...
	AIDED (FOR EUROPEANS AND EURASIANS) ...	2	36	63	99	110	95	99	...	...	...	...	...
	TOTAL FOR THE DISTRICT ...	4	80	170	250	259	210	99	...	108	43	...	...

FORM NO. 4.

and Vernacular) for Boys, for the official year 1880-81.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágri.	Hindi—(Lande Mahajani, &c.)	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
252	912	510	...	...	...	...	...	1,742	9	2,344	2,209	2,893	...	9,197	10-4	1-15	48	69
178	535	335	99	...	...	...	...	3,109	...	...	1,768	300	1,151	6,328	10-4	5-0	26	46
430	1,447	845	99	...	...	...	...	4,851	9	2,344	3,977	3,193	1,151	15,525	10-4	3-3	74	115
96	414	191	...	121	...	...	...	1,305	...	...	1,071	1,460	...	3,836	8-14	3-0	25	...
108	336	175	5	97	...	3	...	1,098	169	...	773	1,474	...	3,514	8-10	2-11	17	33
79	373	127	...	374	...	...	...	811	239	...	713	1,430	...	3,193	5-3	1-5	11	19
69	407	135	...	71	...	...	...	1,289	296	...	790	654	...	3,029	7-8	3-3	12	14
49	195	89	...	101	...	...	...	146	...	...	295	2,071	40	2,552	9-0	0-8	7	20
208	480	306	...	222	...	...	...	1,681	14	...	1,670	1,479	68	4,912	7-5	2-8	53	67
638	657	223	...	...	...	...	...	2,160	...	102	747	...	2,520	5.529	7-13	3-1	16	45
846	1,137	529	...	222	...	...	...	3,841	14	102	2,417	1,479	2,588	10,441	7-9	2-1	69	112
148	365	207	...	...	...	...	...	163	652	...	938	1,372	110	3,235	8-15	0-7	31	34
263	337	143	...	...	...	...	...	1,320	...	...	544	240	637	2,741	8-10	4-2	16	21
411	702	350	...	...	...	...	...	1,483	652	...	1,482	1,612	747	5,976	8-12	2-3	47	55
44	151	72	...	...	...	...	...	682	...	...	496	250	108	1,536	10-5	4-7	8	18
99	...	...	...	...	...	...	48	2,460	...	2,100	3,122	570	110	8,362	76-0	22-6	19	21
143	151	72	...	...	...	...	48	3,142	...	2,100	3,618	820	218	9,898	38-3	13-15	27	39

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
JULLUNDUR	Government	5	115	420	535	459	377	...	...	367	153	15	...
	Aided	4	149	404	553	535	513	...	3	355	180	10	5
	Total for the District	9	264	824	1,088	994	890	...	3	722	333	25	5
HOSHIARPUR	Government	5	139	276	415	412	347	...	4	240	158	13	...
KANGRA ...	Government	4	79	170	249	257	172	...	1	200	47	1	...
	Aided	2	30	97	127	123	94	...	13	99	15	...	...
	Total for the District	6	109	267	376	380	266	...	14	299	62	1	...
AMRITSAR ...	Government	8	279	1,217	1,496	1,401	1,192	...	1	884	370	237	4
	Aided	9	84	663	747	745	627	...	8	395	146	198	...
	Total for the District	17	363	1,880	2,243	2,146	1,819	...	9	1,279	516	435	4
GURDASPUR	Government	10	333	950	1,283	1,222	1,025	...	6	825	365	83	4
	Aided	1	9	14	23	24	22	...	23	...	...	...	...
	Total for the District	11	342	964	1,306	1,246	1,047	...	29	825	365	83	4
SIALKOT ...	Government	2	146	173	319	280	255	...	...	157	144	18	...
	Aided	4	97	412	509	489	371	...	7	192	265	43	2
	Total for the District	6	243	585	828	769	626	...	7	349	409	61	2

FORM NO. 4.—(*Continued*).

and Vernacular) for Boys, for the official year 1880-81.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágri.	Hindí—(Lande Mahájani, &c).	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
115	497	166	...	38	...	...	...	1,539	376	...	811	480	...	3,206	7-0	3-6	36	24
532	553	337	...	...	...	...	...	1,272	...	...	1,188	...	601	3,061	5-11	2-6	43	52
647	1,050	503	...	38	...	...	...	2,811	376	...	1,999	480	601	6,267	6-5	2-14	79	76
139	415	179	...	...	...	...	...	1,283	...	...	1,085	678	...	3,246	7-12	3-2	36	36
79	249	122	...	...	...	...	...	1,036	1,186	..	173	534	222	3,151	12-4	4-0	11	27
66	110	68	17	...	...	...	...	780	...	...	97	36	957	1,870	14-13	6-5	6	15
145	359	190	17	...	...	...	...	1,816	1,186	...	270	570	1,179	5,021	13-3	4-12	17	42
279	1,151	454	...	345	...	...	...	4,466	143	...	4,041	2,518	...	11,168	8-0	3-3	63	144
156	482	228	...	298	...	...	...	2,910	...	222	940	...	2,087	6,159	8-4	3-14	16	41
435	1,633	682	...	633	...	...	...	7,376	143	222	4,981	2,518	2,087	17,327	8-1	3-7	79	185
344	1,178	494	49	233	...	...	...	2,593	766	...	2,520	2,367	394	8,640	7-1	2-2	66	117
23	23	18	...	...	...	...	...	240	...	...	257	...	1,169	1,666	69-9	10-0	...	1
367	1,201	512	49	233	...	...	...	2,833	766	...	2,777	2,367	1,563	10,306	8-4	2-4	66	118
146	319	199	...	...	...	...	...	180	155	...	127	890	...	1,380	4-15	0-10	15	26
97	509	216	...	...	...	...	...	1,080	...	...	385	82	1,151	2,698	5-8	3-3	10	24
243	828	415	...	...	...	...	...	1,260	183	...	512	972	1,151	4,078	5-5	1-10	25	50

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March. In Upper Division.	In Lower Division.	Total.	Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
LAHORE ...	GOVERNMENT	7	294	868	1,162	1,171	989	...	2	590	509	61	...
	AIDED (FOR NATIVES)	28	129	1,415	1,544	1,359	1,198	...	16	1,036	434	58	...
	AIDED (FOR EUROPEANS AND EURASIANS) ...	2	15	70	85	72	58	84	...	...	...	...	1
	TOTAL FOR THE DISTRICT ...	37	438	2,353	2,791	2,602	2,245	84	18	1,626	943	119	1
GUJRANWALA ...	GOVERNMENT	4	101	204	305	283	240	...	...	158	88	59	...
	AIDED	5	122	848	970	936	824	...	3	520	353	94	...
	TOTAL FOR THE DISTRICT ...	9	223	1,052	1,275	1,219	1,064	...	3	678	441	153	...
FEROZEPUR	GOVERNMENT	4	131	427	558	543	422	...	2	341	175	38	2
RAWALPINDI	AIDED (FOR NATIVES)	3	104	531	635	561	405	...	2	325	205	103	...
	AIDED (FOR EUROPEANS AND EURASIANS) ...	1	19	54	73	74	74	73	...	...	...	...	...
	TOTAL FOR THE DISTRICT ...	4	123	585	708	635	479	73	2	325	205	103	...
JHELUM ...	GOVERNMENT	2	149	296	445	413	329	...	...	258	159	27	1
GUJRAT ...	GOVERNMENT	2	132	207	339	315	276	...	...	197	114	28	...
	AIDED	1	50	258	308	295	245	...	...	121	180	7	...
	TOTAL FOR THE DISTRICT ..	3	182	465	647	610	521	...	...	318	294	35	...
SHAHPUR ...	GOVERNMENT	3	125	318	443	391	313	...	...	319	117	7	...

FORM NO. 4.—(*Continued.*)

and Vernacular) for Boys, for the official year 1880-81.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian	Hindí—(Nágri).	Hindí—(Lande Mahájani, &c).	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
294	1,112	477	...	50	...	...	...	3,497	450	...	3,078	987	379	8,391	7-3	3-0	54	132
1,257	846	621	125	412	...	41	...	3,820	..	...	2,811	...	2,569	9,200	6-13	2-13	24	36
85	70	...	...	...	...	...	...	2,151	...	312	1,501	72	1,695	5,731	79-9	21-10	...	...
1,636	2,028	1,098	125	462	...	41	...	9,468	450	312	7,390	1,059	4,643	23,322	8-15	3-10	78	168
101	297	144	...	65	...	...	...	1,649	...	...	689	1,001	...	3,339	11-13	5-13	23	36
213	738	345	...	180	...	...	...	1,080	...	...	760	...	1,511	3,351	3-9	1-2	21	40
314	1,035	489	...	245	...	...	...	2,729	...	...	1,449	1,001	1,511	6,690	5-8	2-4	44	76
131	515	232	4	73	...	...	...	280	...	...	1,424	2,075	239	4,018	0-12	0-8	42	62
322	634	355	...	...	...	...	...	1,220	...	...	1,425	420	307	3,372	6-0	2-0	43	44
73	73	...	...	...	...	...	...	8,766	...	...	...	...	...	8,766	118-7	118-7	9	...
395	707	355	...	...	...	...	...	9,986	...	...	1,425	420	307	12,138	19-2	15-12	2	44
149	369	198	39	46	...	...	...	1,150	91	...	739	1,357	...	3,337	8-1	2-12	16	34
132	339	181	...	98	...	...	...	519	720	...	1,022	578	..	3,839	9-0	1-10	21	35
50	229	91	...	79	...	...	...	300	...	...	292	...	871	1,463	4-15	1-0	...	20
182	568	272	...	177	...	...	...	819	720	...	1,314	578	871	4,302	7-1	1-5	21	55
125	443	218	...	...	...	...	...	1,454	...	...	788	714	...	2,956	7-9	3-11	15	42

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3e	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
PESHAWAR,	Government	1	23	23	46	32	21	...	...	22	17	7	...
	Aided	2	69	370	439	407	290	...	3	223	164	47	2
	Total for the District ...	3	92	393	485	439	311	...	3	245	181	54	2
HAZARA ...	Government	1	42	46	88	72	64	2	2	27	50	7	...
KOHAT ...	Government	1	44	208	252	230	188	...	...	99	111	42	..
MOOLTAN ...	Government	6	210	413	623	678	595	...	...	413	196	12	2
	Aided (for Natives)	2	123	309	432	383	312	...	1	328	101	2	...
	Aided { (for Europeans and Eurasians) } ...	1	12	13	25	22	18	25	...	...	...	...	...
	Total for the District ...	9	345	735	1,080	1,083	925	25	1	741	297	14	2
JHANG ...	Government	3	179	342	521	556	468	...	...	305	196	20	...
MONT-GOMERY ...	Government	1	31	55	86	73	61	...	...	46	29	11	...
MUZAFFAR-GARH ...	Government	1	43	65	108	139	103	...	...	60	40	8	...
DERA ISMAIL KHAN ...	Government	1	54	145	199	198	180	...	...	163	34	2	...
	Aided	4	27	249	276	258	210	...	2	141	121	12	...
	Total for the District ...	5	81	394	475	456	390	...	2	304	155	14	...

FORM No. 4.—(*Continued.*)

and Vernacular) *for Boys, for the official year* 1880-81.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande Mahájani, &c.)	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
14	46	23	...	...	...	...	...	180	...	...	64	...	180	424	13-4	5-10	...	...
219	296	439	...	...	...	...	...	1,620	...	...	725	300	1,594	4,239	10-6	3-15	15	25
233	342	462	...	...	...	...	...	1,800	...	...	789	300	1,774	4,663	10-6	4-2	15	25
42	88	58	...	...	...	...	...	1,050	130	...	206	60	...	1,446	20-1	14-9	7	14
44	178	77	...	74	...	...	...	1,318	...	...	291	362	50	2,021	8-13	5-12	13	21
210	623	335	...	...	...	...	...	775	...	...	1,823	3,045	...	5,643	8-5	1-2	33	64
123	370	222	...	62	...	...	...	786	...	...	591	421	945	2,743	7-2	2-1	14	15
25	...	...	...	...	...	...	...	320	...	...	...	...	526	846	38-7	14-9	...	...
358	993	557	...	62	...	...	...	1,881	...	...	2,414	3,466	1,471	9,232	8-8	1-12	47	79
179	501	279	...	20	...	...	...	857	304	...	447	891	684	3,183	5-12	1-9	47	70
31	86	46	...	...	...	...	...	105	45	...	109	165	135	559	7-11	-7	6	10
43	108	62	...	...	...	...	...	...	569	...	195	276	...	1,040	7-8	...	...	9
54	142	54	...	50	...	7	...	...	...	...	329	789	...	1,118	5-10	...	12	15
89	234	131	...	42	...	...	...	1,202	...	...	215	...	934	2,351	9-2	4-11	...	26
143	376	185	...	92	...	7	...	1,202	...	...	544	789	934	3,469	7-9	2-10	12	41

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
DERA GHAZI KHAN ...	GOVERNMENT	4	128	373	501	466	393	...	...	382	114	5	...
BANNU ...	AIDED	4	34	104	138	165	133	...	...	67	64	6	1
	Total Government Schools	120	3,830	10,476	14,306	13,819	11,357	2	27	9,234	4,249	780	14
	Total Aided Schools ... *For Natives* ...	83	1,338	6,915	8,253	7,922	6,477	...	116	4,832	2,698	597	10
	Total Aided Schools ... *For Europeans and Eurasians* ...	6	82	200	282	278	245	281	...	...	...	...	1
	GRAND TOTAL ENGLISH SCHOOLS ...	209	5,250	17,591	22,841	22,019	18,079	283	143	14,066	6,947	1,377	25
	VERNACULAR SCHOOLS.												
DELHI ...	GOVERNMENT	41	293	1,483	1,776	1,796	1,238	...	...	1,450	323	4	...
	AIDED	26	...	670	670	665	469	...	95	24	6	...	545
	TOTAL FOR THE DISTRICT	67	293	2,153	2,446	2,461	1,707	...	95	1,474	328	4	545
GURGAON ...	GOVERNMENT	58	379	2,081	2,460	2,310	1,480	...	...	1,729	723	8	...
KARNAL ...	GOVERNMENT	32	335	1,050	1,385	1,316	1,009	...	...	1,036	339	10	...
HISSAR ...	GOVERNMENT	20	118	594	712	637	462	...	...	561	151	...	...
ROHTAK ...	GOVERNMENT	34	212	1,615	1,827	1,645	1,214	...	...	1,426	400	1	...
SIRSA ...	GOVERNMENT	16	41	302	343	399	277	...	...	140	149	53	1

FORM NO. 4.—(*Continued.*)

and Vernacular) for Boys, for the official year 1880-81.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande Mahájani, &c).	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
128	439	205	...	62	...	...	...	563	...	...	855	1,520	...	2,938	6-5	1-2	30	45
34	105	59	6	21	...	...	...	960	...	...	155	240	1,844	3,199	19-6	5-13	4	10
3,832	12,728	6,015	97	2,140	...	10	...	33,411	6,342	2,344	29,771	34,570	2,609	1,09,047	7-14	2-6	758	1,237
4,260	6,658	3,831	247	1,094	...	41	...	28,859	...	324	12,900	2,039	20,848	59,970	7-9	3-0	254	461
282	...	...	...	...	...	...	48	13,697	...	2,412	4,623	642	2,331	23,705	85-4	49-4	28	21
8,374	19,386	9,846	344	3,234	...	51	48	70,917	6,342	5,080	47,294	37,251	25,788	1,92,722	8-11	3-4	1,040	1,719
...	1,350	549	138	312	...	...	...	...	7,904	...	458	470	...	8,832	4-15	...	63	158
...	229	25	450	..	...	...	...	600	...	..	...	600	2,558	3,758	5-10	0-14	...	20
...	1,579	574	588	312	...	...	...	600	7,904	...	458	1 070	2,558	12,590	5-2	0-4	63	178
...	1,657	692	571	...	...	..	...	...	11,055	...	873	1,153	...	13 081	5-11	...	56	177
...	1,110	618	16	...	4	...	...	...	5,896	...	375	577	...	6,848	5-3	...	55	97
...	272	137	186	20	...	...	...	...	3,237	...	103	201	...	3,541	5-9	...	3	29
...	1,225	468	171	484	...	...	...	...	8,052	...	667	1,096	...	9,815	5-15	...	45	98
...	260	71	83	...	...	...	...	...	2,390	...	23	261	...	2,674	6-11	...	...	13

SUBSIDIARY

Statistical Return of Primary Schools (English.

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
UMBALLA ..	GOVERNMENT	67	664	2,906	3,570	3,503	2,732	...	...	2,205	1,111	254	...
LUDHIANA...	GOVERNMENT	59	606	1,807	2,413	2,494	2,198	...	...	1,162	569	682	...
SIMLA ...	GOVERNMENT	4	22	125	147	150	110	...	...	116	30	...	1
	AIDED	5	37	83	120	115	73	...	7	111	2	...	...
JULLUNDUR	GOVERNMENT	87	918	3,511	4,429	4,303	3,608	...	...	2,226	1,886	312	5
HOSHIARPUR	GOVERNMENT	78	878	2,983	3,861	3,713	3,177	...	...	2,500	1,151	204	6
KANGRA ...	GOVERNMENT	36	415	1,520	1,935	1,917	1,294	...	...	1,753	178	3	1
AMRITSAR ...	GOVERNMENT	62	501	2,683	3,184	3,022	2,464	...	...	1,194	1,206	782	2
GURDASPUR	GOVERNMENT	86	703	2,994	3,697	3,543	2,888	...	2	1,632	1,613	448	2
SIALKOT ...	GOVERNMENT	64	834	2,541	3,375	3,368	2,900	...	...	1,454	1,536	385	...
LAHORE ...	GOVERNMENT	39	503	1,563	2,066	1,982	1,682	...	...	760	973	333	...
GUJRANWALA ...	GOVERNMENT	57	723	2,095	2,818	2,856	2,282	...	...	1,474	961	383	...
FEROZEPORE, ...	GOVERNMENT	45	311	1,426	1,737	1,683	1,345	...	...	602	663	466	6
RAWALPINDI ...	GOVERNMENT	51	628	2,906	3,534	3,221	2,482	...	...	1,120	1,759	649	6
JHELUM ...	GOVERNMENT	33	962	1,702	2,664	2,541	2,065	...	...	1,144	1,366	154	...

FORM NO. 4.—(*Continued.*)

and Vernacular) *for Boys, for the official year* 1880-81.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—(Nágri).	Hindí—(Lande Mahájani, &c).	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	2,899	1,187	114	615	...	...	...	...	13,552	...	1,340	165	...	15,057	4-5	...	129	235
...	2,361	1,062	...	93	...	...	...	...	9,911	...	1,451	1,335	120	12,817	5-2	...	153	237
...	101	48	34	...	...	...	...	...	853	...	34	...	85	972	6-8	...	3	8
...	37	7	120	...	...	...	...	180	...	270	...	...	494	944	8-3	1-9	2	...
...	4,380	1,645	...	49	...	...	...	60	13,641	...	1,953	1,140	...	16,794	3-14	...	288	432
...	3,861	1,423	57	...	...	...	...	...	12,802	...	988	463	89	14,342	3-1	...	212	440
...	1,670	598	208	57	...	27	...	...	6,842	...	3	929	1,147	8,921	4-10	...	101	133
...	3,184	851	...	34	...	...	...	...	11,855	...	752	559	...	13,166	4-6	...	115	215
...	3,697	1,115	8	89	...	18	...	...	13,735	...	1,141	1,458	..	16,334	4-10	...	153	265
...	3,375	1,521	...	...	...	...	...	...	12,697	...	694	758	...	14,149	4-3	...	152	328
...	2,066	830	...	...	...	...	...	...	5,586	...	137	1,170	...	6,893	3-8	...	119	218
...	2,818	1,109	...	...	...	...	...	...	7,771	...	1,223	1,432	...	10,426	3-10	...	113	235
...	1,737	627	...	...	...	...	...	...	6,874	...	184	61	...	7,119	4-4	..	51	175
...	3,475	1,034	26	78	...	...	...	...	9,155	...	312	408	...	9,875	3-1	...	109	227
...	2,629	962	35	...	...	...	...	...	7,093	...	488	...	...	7,581	2-15	...	122	232

SUBSIDIARY

Statistical Return of Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
GUJRAT ...	GOVERNMENT	40	916	1,967	2,883	2,984	2,515	...	...	1,049	1,566	258	10
SHAHPUR ...	GOVERNMENT	31	366	1,215	1,581	1,591	1,292	...	...	867	607	107	...
PESHAWAR,	GOVERNMENT	34	226	1,044	1,270	1,275	926	...	...	212	1,035	23	...
HAZARA ...	GOVERNMENT	18	114	758	872	790	609	...	...	221	628	23	...
KOHAT ...	GOVERNMENT	2	17	87	104	105	88	...	...	35	69	...	..
MOOLTAN ...	GOVERNMENT	46	365	1,932	2,297	2,167	1,727	...	...	887	1,401	9	...
JHANG ...	GOVERNMENT	26	278	930	1,208	1,192	967	...	...	602	573	33	...
MONTGOMERY ...	GOVERNMENT	23	327	964	1,291	1,225	1,218	...	...	794	322	175	...
MUZAFFARGARH ...	GOVERNMENT	27	317	1,140	1,457	1,331	1,058	...	...	657	787	3	10
DERA ISMAIL KHAN ...	GOVERNMENT	22	452	935	1,387	1,372	1,120	...	...	757	621	9	...
DERA GHAZI KHAN ...	GOVERNMENT	26	211	1,062	1,273	1,259	1,060	...	...	407	860	5	1
BANNU ...	GOVERNMENT	20	166	842	1,008	895	734	...	...	540	462	6	...
	Total Government Schools	1,284	13,801	50,763	64,564	62,385	50,221	...	2	32,712	26,017	5,782	51
	Total Aided Schools	31	37	753	790	780	542	...	102	135	8	...	545
	GRAND TOTAL VERNACULAR SCHOOLS	1,315	13,838	51,516	65,354	63,165	50,763	...	104	32,847	26,025	5,782	596
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	1 524	19,088	69,107	88,195	85,184	68,842	283	247	46,913	32,972	7 159	621

FORM NO. 4.—(*Concluded*).

and Vernacular) for Boys, for the official year 1880-81.

No. of Scholars on 31st March, Learning								Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande Mahájaní, &c).	Arabic.	Sanskrit.	Latin.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	2,799	1,397	79	12	...	...	...	456	7,174	...	604	120	...	8,354	2-13	0-2	139	341
...	1,396	602	31	154	...	10	...	...	4,063	...	...	1,484	48	5,595	3-8	...	37	123
...	1,237	438	14	50	...	...	...	463	6,145	...	73	463	...	7,144	5-10	0-6	32	137
...	872	222	...	...	...	...	...	...	2,923	..	1	196	...	3,120	3-15	...	13	54
...	104	21	...	...	...	...	...	...	404	...	...	...	...	404	3-14	...	...	...
...	2,297	635	...	...	...	...	...	...	8,712	...	182	555	...	9,449	4-6	...	88	157
...	1,208	448	...	12	...	...	...	12	4,603	..	14	201	...	4,830	4-1	...	30	78
...	1,146	507	...	145	...	...	...	...	2,438	...	180	1,535	...	5,156	4-3	...	51	117
...	1,457	554	...	...	...	...	...	...	5,236	...	29	906	...	6,171	4-10	...	67	130
...	1,311	452	...	150	...	...	...	...	3,792	...	52	1,386	851	6,081	4-7	...	59	97
...	1,213	343	...	60	...	...	...	...	5,574	...	...	774	...	6,348	5-1	...	62	133
...	925	298	35	64	...	6	...	...	2,751	...	...	1,079	...	3,830	4-5	...	23	53
...	60,096	22,459	1,806	2,478	4	61	...	991	2,25,716	...	14,334	22,335	2,340	2,65,716	4-4	...	2,643	5,371
...	266	32	570	...	...	...	...	780	...	270	...	600	3,052	4,702	6-0	1-0	2	20
...	60,362	22,491	2,376	2,478	4	61	...	1,771	2,25,716	270	14,334	22,935	5,392	2,70,418	4-4	...	2,645	5,391
8,374	70,748	32,337	2,720	5,712	4	112	48	72,738	2,32,068	5,350	61,628	60,186	31,180	4,63,140	5-7	0-13	3,685	7,110

SUBSIDIARY

Statistical Return of Female Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	ENGLISH SCHOOLS—												
DELHI ...	AIDED (FOR EUROPEANS AND EURASIANS)	1	...	56	56	61	47	24	32	...	...	...	...
SIMLA ...	AIDED (FOR EUROPEANS AND EURASIANS)	3	56	166	†222	240	209	219	3	...	...	...	...
LAHORE ...	AIDED (FOR NATIVES)	1	...	35	35	32	32	4	31	...	...	...	...
	AIDED (FOR EUROPEANS AND EURASIANS)	2	35	75	110	70	58	110	...	...	...	...	...
	TOTAL FOR THE DISTRICT ...	3	35	110	145	102	90	114	31	...	...	...	...
GUJRANWALA ...	GOVERNMENT	1	4	10	14	14	12	14	...	...	...	...	...
RAWALPINDI ...	AIDED (FOR EUROPEANS AND EURASIANS)	2	21	86	107	122	96	107	...	...	...	...	...
	Total Government School	1	4	10	14	14	12	14	...	...	...	...	...
	Total Aided Schools (for Natives) ...	1	...	35	35	32	32	4	31	...	...	...	...
	Total Aided Schools (for Europeans and Eurasians)	8	112	383	495	493	410	460	35	...		...	...
	GRAND TOTAL ENGLISH SCHOOLS ...	10	116	428	544	539	454	478	66	...	...	...	...

† 5 learn Dancing, and 1 learns Drawing.

FORM NO. 5.

and Vernacular) for the official year 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdu.	Persian	Hindi—(Nágri).	Hindi—(Lande Mahájani, &c).	Arabic.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
30	32	...	...	...	...	...	360	...	...	307	...	521	1,188	19-7	5-14	...	3
217	...	...	...	...	Music 21	French 8	8,025	...	...	9,788	...	3,076	20,889	87-1	33-7	20	25
35	35	10	...	...	...	...	720	...	...	374	...	3,780	4,874	152-5	22-8	...	...
110	15	...	...	...	...	...	2,595	...	...	1,193	...	3,717	7,505	107-3	37-1	...	...
145	50	10	...	...	...	...	3,315	...	...	1,567	...	7,497	12,379	121-6	32-8	...	...
14	12	...	...	...	...	...	440	...	...	...	220	220	880	62-14	31-7	...	...
107	...	...	...	...	...	...	10,173	...	...	576	...	1,824	12,573	103-1	83-5	10	27
14	12	...	...	...	...	...	440	...	...	...	220	220	880	62-14	31-7	...	...
35	35	10	...	...	...	...	720	...	...	374	...	3,780	4,874	152-5	22-8	...	...
464	47	.	...	...	21	8	21,153	...	...	11,864	...	9,138	42,155	85-18	42-14	30	55
513	94	10	...	...	21	8	22,313	...	...	12,238	220	13,138	47,909	88-14	41-6	30	55

SUBSIDIARY

Statistical Return of Female Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindûs.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
	VERNACULAR SCHOOLS—												
DELHI ...	Government	3	5	61	66	66	44	...	...	43	23	...	...
	Aided	13	6	596	†602	617	439	...	48	202	244	...	108
	Total for the District ...	16	11	657	668	683	483	...	48	245	267	...	108
GURGAON ...	Government	2	3	48	51	47	36	...	...	34	17	...	...
KARNAL ...	Aided	1	...	39	39	40	36	...	...	26	13	...	...
ROHTAK ...	Government	1	...	18	18	20	14	...	...	...	18	...	...
SIMLA ...	Aided	2	2	16	18	21	16	...	8	10	...	...	...
UMBALLA ..	Government	2	...	33	33	36	29	...	...	...	33	...	...
LUDHIANA...	Government	20	14	389	403	442	323	...	...	153	200	50	...
JULLUNDUR	Government	47	68	1,375	1,443	1,460	1,293	...	...	314	1,092	37	...
	Aided	1	...	53	53	60	49	...	..	...	53	...	...
	Total for the District ...	48	68	1,428	1,496	1,520	1,342	...	...	314	1,145	37	...
HOSHIARPUR	Aided	1	...	61	61	61	41	...	...	59	...	2	...

† 11 learn Bengali.

FORM NO. 5.—(*Continued.*)

and Vernacular) *for the official year* 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar.		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande Mahájani, &c).	Arabic.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8	8g	9a		9c	9d	9e	9f	9	10	11	12	13
...	23	6	43	...	...	...	...	407	...	2	132	...	541	8-3	...	3	...
...	297	...	294	...	...	...	3,120	...	...	18	300	11,859	15,297	23-3	5-1	...	3
...	320	6	337	...	...	...	3,120	407	...	20	432	11,859	15,838	23-3	4-9	3	3
...	17	...	34	...	...	...	...	179	...	...	144	...	323	6-14	...	...	3
...	26	...	13	...	...	...	336	...	...	...	...	720	1,056	26-6	8-6	...	...
...	18	...	...	...	...	...	9	50	...	...	76	...	135	6-12	0-7	...	...
...	4	18	...	...	...	...	120	...	...	...	...	165	285	13-9	5-11	...	...
...	33	8	...	..	...	...	...	166	...	...	...	...	166	4-10	...	...	...
...	184	39	193	...	...	..	...	1,340	...	...	1,079	...	2,419	5-7	...	...	6
...	1,099	160	306	...	284	43	308	3,089	...	...	2,016	241	5,654	3-14	0-3	...	41
...	53	9	...	...	...	...	480	...	...	...	...	480	960	18-0	8-0	...	...
...	1,152	169	306	...	284	43	788	3,089	...	...	2,016	721	6,614	4-6	0-8	...	
...	59	...	...	2	...	...	170	...	...	...	74	116	360	5-14	2-12	...	2

SUBSIDIARY

Statistical Return of Female Primary Schools (English

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
KANGRA ...	GOVERNMENT	5	7	150	157	150	106	...	...	157	...	...	...
	AIDED	1	...	34	34	29	21	...	6	24	4	...	...
	TOTAL FOR THE DISTRICT ...	6	7	184	191	179	127	...	6	181	4	...	...
AMRITSAR ...	GOVERNMENT	1	...	41	41	50	39	...	...	15	...	26	...
	AIDED	41	9	1,270	1,279	1,227	893	...	42	191	386	660	...
	TOTAL FOR THE DISTRICT ...	42	9	1,311	1,320	1,277	932	...	42	206	386	686	...
GURDASPUR	GOVERNMENT	3	...	74	74	78	59	...	...	...	74	...	...
	AIDED	14	12	352	364	368	281	...	...	41	202	121	...
	TOTAL FOR THE DISTRICT ...	17	12	426	438	446	340	...	...	41	276	121	...
SIALKOT ...	GOVERNMENT	35	34	749	783	770	576	...	...	260	486	37	...
LAHORE ...	GOVERNMENT	6	...	124	124	122	89	...	...	17	107	...	...
	AIDED	31	...	819	819	816	644	...	1	239	426	104	49
	TOTAL FOR THE DISTRICT ...	37	...	943	943	938	733	...	1	256	533	104	49
GUJRANWALA ...	GOVERNMENT	6	14	180	194	192	124	...	...	69	96	29	...
	AIDED	12	...	363	363	361	291	...	8	106	167	61	21
	TOTAL FOR THE DISTRICT ...	18	14	543	557	553	415	...	8	175	263	90	21
FEROZEPORE ...	GOVERNMENT	6	25	131	156	190	110	...	...	27	129	...	...

FORM No. 5.—(*Continued.*)

and Vernacular) *for the official year* 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande Mahájani, &c.)	Arabic.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	...	...	157	...	...	...	113	195	...	...	113	...	421	2-13	0-12	...	...
...	34	...	...	...	...	...	180	...	...	...	...	233	413	14-3	6-3	...	...
...	34	...	157	...	...	...	293	195	...	...	113	233	834	4-11	1-10	...	...
...	...	...	41	...	...	...	...	126	...	...	116	...	242	4-13	...	...	...
...	428	74	141	723	...	...	4,194	...	500	...	2,331	2 372	9,397	7-11	3-7	...	...
...	428	74	182	723	...	...	4,194	126	500	...	2,447	2,372	9,639	7-7	3-4	...	...
...	74	4	...	...	...	...	...	158	...	...	145	...	303	3-14	...	...	...
...	171	...	8	173	...	...	864	...	...	...	...	2,112	2,976	8-1	2-6	...	...
...	245	4	8	173	...	...	864	158	...	...	145	2,112	3,279	7-6	1-15	...	...
...	476	56	307	...	...	...	1,099	1,838	...	...	1,115	...	4,052	5-4	1-7	1	...
...	107	14	...	...	...	17	...	122	...	...	611	...	733	6-0		...	...
...	472	8	116	239	...	...	2,582	...	...	...	60	7,527	10,169	12-7	3-3	...	...
...	579	22	116	239	...	17	2,582	122	..	...	671	7,527	10,902	11-13	2-12	...	...
...	96	22	98	...	...	10	420	...	...	...	450	...	870	4-8	3-7	...	...
...	196	...	...	167	...	...	360	...	...	7	...	2,414	2,781	7-11	1-0	...	...
...	292	22	98	167	...	10	780	...	...	7	450	2,414	3,651	6-9	1-7	...	...
...	132	25	27	...	...	...	193	311	...	...	206	99	809	4-4	1-0	...	...

SUBSIDIARY

·*Statistical Return of Female Primary Schools (English*

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	No. of Scholars on the Rolls on 31st March.			Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
			In Upper Division.	In Lower Division.	Total.			Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f
RAWALPINDI	AIDED	27	...	934	934	941	684	...	...	384	128	422	...
JHELUM ...	AIDED	13	13	410	423	411	287	...	...	240	40	143	...
GUJRAT ...	GOVERNMENT	1	9	16	25	26	22	...	...	18	...	7	...
SHAHPUR ...	GOVERNMENT	1	6	8	14	12	9	...	...	...	14	...	...
PESHAWAR,	AIDED	2	4	106	110	69	63	...	6	36	68	...	...
MOOLTAN...	AIDED	3	...	113	113	114	103	...	4	...	109	...	...
JHANG ...	GOVERNMENT	8	...	285	285	279	231	...	...	162	110	13	...
MONT. GOMERY ...	GOVERNMENT	3	...	63	63	61	41	...	...	53	...	10	...
	Total Government Schools	150	185	3,745	3,930	4,001	3,145	...	...	1,322	2,399	209	...
	Total Aided Schools	162	46	5,166	5,212	5,135	3,798	...	123	1,558	1,840	1,513	178
	GRAND TOTAL VERNACULAR SCHOOLS	312	361	8,781	9,142	9,136	6,943	...	123	2,880	4,239	1,722	178
	GRAND TOTAL ENGLISH AND VERNACULAR SCHOOLS ...	322	477	9,209	9,686	9,675	7,397	478	189	2,880	4,239	1,722	178

FORM NO. 5.—(*Concluded*).

and Vernacular) for the official year 1880-81.

No. of Scholars on 31st March, Learning							Expenditure.							Annual cost of educating each scholar		No. passed.	
English.	Urdú.	Persian.	Hindí—Nágrí.	Hindí—(Lande, Mahájani, &c).	Arabic.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper Primary School Examination.	Lower Primary School Examination.
8a	8b	8c	8d	8e	8f	8g	9a	9b	9c	9d	9e	9f	9	10	11	12	13
...	65	50	657	394	128	...	1,104	717	...	..	900	1,601	4,322	4-9	1-3	...	...
...	8	...	*383	80	40	...	786	537	...	..	..	799	2,072	5-0	1-12	...	...
...	...	...	*25	...	...	...	...	132	...	...	...	...	132	5-1	...	...	...
...	14	...	...	...	...	...	...	161	..	...	...	...	161	13-7	...	...	...
...	74	16	...	36	...	...	660	...	...	...	...	1,482	2,142	31-0	9-9	...	...
...	113	4	...	...	...	...	300	...	...	...	180	532	1,012	8-14	2-10	...	...
...	110	...	38	137	...	...	22	275	...	...	287	...	584	2-1	0-1	...	...
...	...	...	...	63	...	...	...	97	...	...	100	...	197	3-4		.	...
...	2,383	329	1,269	200	284	70	2,164	8,646	...	2	6,590	340	17,742	4-6	0-11	4	50
...	2,000	179	1,612	1,814	168	...	15,206	1,254	500	25	3,845	32,412	53,242	10-6	2-15	...	5
...	4,383	508	2,881	2,014	452	70	17,370	9,900	500	27	10,435	32,752	70,984	7-12	1-14	4	55
513	4,477	518	2,881	2,014	473	78	39,683	9,900	500	12,265	10,655	45,890	1,18,993	12-4	4-1	34	110

* Gurmukhí.

SUBSIDIARY

Statistical Return of Schools for Special or

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	Total No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March					
						Europeans & Eurasians	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Others.
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f
	A.—SCHOOL OF ART—										
LAHORE	GOVERNMENT	1	*50	46	43	2	1	8	25	14	...
	B—MEDICAL SCHOOLS—										
LAHORE	GOVERNMENT	1	115	136	127	...	6	67	27	15	...
	D—NORMAL SCHOOLS FOR MASTERS—										
DELHI	GOVERNMENT	1	52	63	60	..	...	34	17	1	...
AMRITSAR	AIDED	1	35	31	28	...	7	12	12	4	...
LAHORE	GOVERNMENT	1	90	104	93	...	...	35	49	...	...
RAWALPINDI ...	GOVERNMENT	1	26	24	23	...	...	7	16	3	...
	Total Government Schools	3	168	191	176	...	...	76	82	4	...
	Total Aided Schools	1	35	31	28	...	7	12	12	4	...
	TOTAL NORMAL SCHOOLS FOR MASTERS ...	4	203	222	204	...	7	88	94	8	...
	E.—NORMAL SCHOOL FOR MISTRESSES—										
DELHI...	AIDED (FOR NATIVES	1	84	63	54	...	10	57	17	...	...
	AIDED (FOR EUROPEANS AND EURASIANS)	1	5	5	4	5	.	...	...	..	...
	TOTAL FOR THE DISTRICT ...	2	89	68	58	5	10	57	17	...	...

* 4 learn moulding, 4, wood-engraving, 3, lithography, 6, gesso work, 6, decoration, 50, drawing, 50, geometry.

FORM NO. 6.

Technical Training for the official year 1880-81.

No. of Scholars on 31st March, Learning										Expenditure.							Annual cost of educating each scholar.		
English.	Urdú.	Hindi—(Nágri).	Hindi—(Lande Mahájani).	Arabic.	Persian.	Carpet-work and Lungi-work.	Carpentry.	Needle-work.	Saddlery.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	REMARKS.
8a	8b	8c	8d	8e	8f	8g	8h	8i	8j	9a	9b	9c	9d	9e	9f	9	10	11	
...	25	...	...	...	20	...	25		...	12,591	..	...	...	...	...	12,591	273-11	273-11	
53	62	...	...	...	...	...	...	...	...	52,339	...	...	...	1,437	34	53,810	395-10	384-13	
...	52	...	...	...	52	...	...	...	...	5,589	...	...	...	...	...	5,589	88-11	88-11	
17	35	...	...	14	35	...	...	...	...	2,575	...	...	66	..	7,099	9,740	314-3	83-1	
...	90	...	...	...	90	...	...	...	...	5,528	...	...	...	...	...	5,528	53-1	53-1	
...	26	...	...	11	26	...	...	...	...	4,150	...	...	...	...	...	4,150	172-15	172-15	
...	168	...	...	11	168	...	...	...	...	15,267	...	...	...	...	...	15,267	79-15	79-15	
17	35	...	...	14	35	...	...	...	...	2,575	...	...	66	...	7,099	9,740	314-3	83-1	
17	203	...	...	25	203	...	...	...	...	17,842	...	...	66	...	7,099	25,007	112-10	80-6	
...	21	63	...	...	17	...	...	...	...	1,620	...	...	...	...	1,700	3,320	52-11	25-11	
5		5	...	...	...	...	...	...	...	360	...	...	420	...	1,357	2,137	427-6	72-0	
5	26	68	...	...	17	...	...	...	...	1,980	...	...	420	...	3,057	5,457	84-0	29-2	

SUBSIDIARY

Statistical Return of Schools for Special or

DISTRICT.	NAME OR CLASS OF INSTITUTIONS.	No. of institutions.	Total No. of scholars on the rolls on 31st March.	Average No. on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.					
						Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Sikhs.	Others.
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f
JULLUNDUR ...	AIDED	1	8	10	9	...	...	...	8	...	...
AMRITSAR	AIDED	1	35	35	27	...	...	9	14	12	...
LAHORE	AIDED	1	76	73	61	...	...	21	35	20	...
	Total Aided Schools (for Natives)	4	203	181	151	...	10	87	74	32	...
	Total Aided Schools (for Europeans and Eurasians)	1	5	5	4	5	...	...	...	...	...
	TOTAL NORMAL SCHOOLS FOR MISTRESSES ...	5	208	186	155	5	10	87	74	32	...
	F.—INDUSTRIAL SCHOOLS—										
DELHI	AIDED	1	28	27	21	...	...	...	28	...	...
HOSHIARPU ...	GOVERNMENT	1	32	35	29	...	2	...	27	...	3
LAHORE	GOVERNMENT	1	53	49	47	...	...	1	52	...	...
	Total Government Schools	2	85	84	76	...	2	1	79	...	3
	Total Aided Schools	1	28	27	21	...	...	...	28	...	...
	TOTAL INDUSTRIAL SCHOOLS ...	3	113	113	97	...	2	1	107	...	3
	GRAND TOTAL ...	14	689	701	626	7	26	251	327	75	3

FORM NO. 6.—(*Concluded.*)

Technical Training for the official year 1880-81.

No. of Scholars on 31st March, Learning										Expenditure.							Annual cost of educating each scholar.		
English.	Urdú.	Hindí—Nágrí.	Hindí—(Lande Mahéjani.)	Arabic.	Persian.	Carpet-work and Lungi-work.	Carpentry.	Needle-work.	Saddlery.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Remarks.
8a	8b	8c	8d	8e	8f	8g	8h	8i	8j	9a	8b	9c	9d	9e	9f	9	10	11	12
...	...	8	...	...	8	...	...	...	...	180	...	...	...	...	180	360	36-0	18-0	
...	14	13	12	...	14	...	...	...	...	5,024	...	...	...	...	...	5,024	143-7	14-37	
...	30	23	18	...	5	...	...	...	...	5,802	...	...	...	...	381	6,183	84-11	79-8	
...	65	107	30	...	44	...	...	...	...	12,626	...	...	...	...	2,261	14,887	183-13	155-14	
5	5	5	...	...	...	...	...	...	...	360	...	...	420	...	1,357	2,137	427-6	72-0	
5	70	112	30	...	44	...	...	...	...	12,986	...	...	420	...	3,618	17,024	91-8	69-13	
...	...	...	...	...	9	...	...	Work. 26	...	140	...	...	...	...	642	782	28-15	5-3	
...	...	...	...	..	...	32	...	...	...	...	...	...	...	...	1,700	1,700	48-0		
...	36	...	...	...	10	15	2	18	4	...	384	...	...	660	...	1044	15	...	
...	36	...	...	...	10	47	2	18	4	...	384	...	...	660	1,700	2,744	32-11	...	
...	...	...	...	...	9	...	...	Work. 26	...	140	...	...	...	...	642	782	28-15	5-3	
...	36	..	...	...	19	47	...	*44	4	140	384	...	...	660	2,342	3,526	31-12	1-4	
75	396	112	30	25	286	47	27	44	4	83,603	12,679	...	486	2,097	13,093	1,11,958	159-11	119-4	

* 26 learn work.